

Year 1 Literature and Language

Criterion A: Analysing

At the end of year 1, students should be able to:

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator’s choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <ul style="list-style-type: none"> provides minimal identification and comment upon significant aspects of texts provides minimal identification and comment upon the creator’s choices rarely justifies opinions and ideas with examples or explanations; uses little or no terminology identifies few similarities and differences in features within and between texts. 	

3-4	3-4	<p>The student:</p> <ul style="list-style-type: none"> provides adequate identification and comment upon significant aspects of texts provides adequate identification and comment upon the creator's choices justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology identifies some similarities and differences in features within and between texts. 	
5-6	5-6	<p>The student:</p> <ul style="list-style-type: none"> provides substantial identification and comment upon significant aspects of texts provides substantial identification and comment upon the creator's choices sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology describes some similarities and differences in features within and between texts. 	
7-8	7-8	<p>The student:</p> <ul style="list-style-type: none"> provides perceptive identification and comment upon significant aspects of texts provides perceptive identification and comment upon the creator's choices gives detailed justification of opinions 	

		<p>and ideas with a range of examples, and thorough explanations; uses accurate terminology</p> <p>compares and contrasts features within and between texts.</p>	
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Criterion B: Organizing

At the end of year 1, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement Level		Level Descriptor	Task Specific Clarifications
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <p>makes minimal use of organizational structures, though these may not always serve the context and intention</p>	

		<p>organizes opinions and ideas with a minimal degree of logic</p> <p>makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</p>	
3-4	3-4	<p>The student:</p> <p>makes adequate use of organizational structures that serve the context and intention</p> <p>organizes opinions and ideas with some degree of logic</p> <p>makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	
5-6	5-6	<p>The student:</p> <p>makes competent use of organizational structures that serve the context and intention</p> <p>organizes opinions and ideas in a logical manner, with ideas building on each other</p> <p>makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	
7-8	7-8	<p>The student:</p> <p>makes sophisticated use of organizational structures that serve the context and intention effectively</p> <p>effectively organizes opinions and ideas in a logical manner</p>	

		<p>with ideas building on each other in a sophisticated way</p> <p>makes excellent use of referencing and formatting tools to create an effective presentation style.</p>	
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Criterion C: Producing Text

At the end of year 1, students should be able to:

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

Achievement Level		Level Descriptor	Task Specific Clarification
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <p>produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas</p>	

		<p>makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>selects few relevant details and examples to support ideas.</p>	
3–4	3-4	<p>The student:</p> <p>produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas</p> <p>makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience</p> <p>selects some relevant details and examples to support ideas.</p>	
5–6	5-6	<p>The student:</p> <p>produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas</p> <p>makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>selects sufficient relevant details and examples to support ideas.</p>	
7–8	7-8	The student:	

		<p>produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas</p> <p>makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience</p> <p>selects extensive relevant details and examples to support ideas.</p>	
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Criterion D: Using Language

At the end of year 1, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		

0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> uses a limited range of appropriate vocabulary and forms of expression writes and speaks in an inappropriate register and style that do not serve the context and intention uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication spells/writes and pronounces with limited accuracy; errors often hinder communication makes limited and/or inappropriate use of non-verbal communication techniques. 	
3-4	3-4	<p>The student:</p> <ul style="list-style-type: none"> uses an adequate range of appropriate vocabulary, sentence structures and forms of expression sometimes writes and speaks in a register and style that serve the context and intention uses grammar, syntax and punctuation with some degree of accuracy; 	

		<p>errors sometimes hinder communication</p> <p>spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</p> <p>makes some use of appropriate non-verbal communication techniques.</p>	
5-6	5-6	<p>The student:</p> <p>uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>writes and speaks competently in a register and style that serve the context and intention</p> <p>uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>makes sufficient use of appropriate non-verbal communication techniques.</p>	
7-8	7-8	<p>The student:</p> <p>effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</p> <p>writes and speaks in a consistently</p>	

		<p>appropriate register and style that serve the context and intention</p> <p>uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</p> <p>makes effective use of appropriate non-verbal communication techniques.</p>	
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Year 3 Literature and Language

Criterion A: Analysing

At the end of year 3, students should be able to:

- i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. identify and explain the effects of the creator’s choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <p>provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among texts</p> <p>provides minimal identification and explanation of the effects of the creator’s choices on an audience</p> <p>rarely justifies opinions and ideas with examples or</p>	

		<p>explanations; uses little or no terminology</p> <p>interprets few similarities and differences in features within and between genres and texts.</p>	
3-4	3-4	<p>The student:</p> <p>provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts</p> <p>provides adequate identification and explanation of the effects of the creator's choices on an audience</p> <p>justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</p> <p>interprets some similarities and differences in features within and between genres and texts.</p>	
5-6	5-6	<p>The student:</p> <p>provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts</p> <p>provides substantial identification and explanation of the effects of the creator's choices on an audience</p> <p>sufficiently justifies opinions and ideas with</p>	

		<p>examples and explanations; uses accurate terminology</p> <p>competently interprets similarities and differences in features within and between genres and texts.</p>	
7-8	7-8	<p>The student:</p> <p>provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly</p> <p>provides perceptive identification and explanation of the effects of the creator's choices on an audience</p> <p>gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</p> <p>perceptively compares and contrasts features within and between genres and texts.</p>	

Criterion B: Organizing

At the end of year 3, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <ul style="list-style-type: none"> makes minimal use of organizational structures though these may not always serve the context and intention organizes opinions and ideas with a minimal degree of coherence and logic makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. 	
3–4	3-4	The student:	

		<p>makes adequate use of organizational structures that serve the context and intention</p> <p>organizes opinions and ideas with some degree of coherence and logic</p> <p>makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	
5-6	5-6	<p>The student:</p> <p>makes competent use of organizational structures that serve the context and intention</p> <p>organizes opinions and ideas in a coherent and logical manner with ideas building on each other</p> <p>makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	
7-8	7-8	<p>The student:</p> <p>makes sophisticated use of organizational structures that serve the context and intention effectively</p> <p>effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way</p> <p>makes excellent use of referencing and formatting tools to create</p>	

		an effective presentation style.	
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Criterion C: Producing Text

At the end of year 3, students should be able to:

- i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity	

		<p>and minimal exploration and consideration of new perspectives and ideas</p> <p>makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>selects few relevant details and examples to develop ideas.</p>	
3–4	3-4	<p>The student:</p> <p>produces texts that demonstrate adequate personal engagement with the creative process;</p> <p>demonstrates some degree of thought, imagination and sensitivity</p> <p>and some exploration and consideration of new perspectives and ideas</p> <p>makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>selects some relevant details and examples to develop ideas.</p>	
5–6	5-6	<p>The student:</p> <p>produces texts that demonstrate considerable personal engagement with the creative process;</p> <p>demonstrates considerable thought, imagination and sensitivity</p>	

		<p>and substantial exploration and consideration of new perspectives and ideas</p> <p>makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>selects sufficient relevant details and examples to develop ideas.</p>	
7-8	7-8	<p>The student:</p> <p>produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas</p> <p>makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience</p> <p>selects extensive relevant details and examples to develop ideas with precision.</p>	

Criterion D: Using Language

At the end of year 3, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: uses a limited range of appropriate vocabulary and forms of expression writes and speaks in an inappropriate register	

		<p>and style that do not serve the context and intention</p> <p>uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</p> <p>spells/writes and pronounces with limited accuracy; errors often hinder communication</p> <p>makes limited and/or inappropriate use of non-verbal communication techniques.</p>	
3-4	3-4	<p>The student:</p> <p>uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>sometimes writes and speaks in a register and style that serve the context and intention</p> <p>uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</p> <p>spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</p> <p>makes some use of appropriate non-verbal communication techniques.</p>	
5-6	5-6	<p>The student:</p> <p>uses a varied range of appropriate vocabulary, sentence structures and</p>	

		<p>forms of expression competently</p> <p>writes and speaks competently in a register and style that serve the context and intention</p> <p>uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>makes sufficient use of appropriate non-verbal communication techniques.</p>	
7-8	7-8	<p>The student:</p> <p>effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression</p> <p>writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>spells/writes and pronounces with a high degree of accuracy; errors</p>	

		are minor and communication is effective makes effective use of appropriate non-verbal communication techniques.	
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