

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

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

		<p>and ideas with a range of examples, and thorough explanations;  uses <b>accurate</b> terminology</p> <p><b>compares and contrasts</b> features <b>within and between texts</b>.</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 <b>does not</b> reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <p>makes <b>minimal</b> use of organizational structures, though these may not always serve the context and intention</p>	

		<p>organizes opinions and ideas with a <b>minimal degree of logic</b></p> <p>makes <b>minimal</b> 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 <b>adequate</b> use of organizational structures that serve the context and intention</p> <p>organizes opinions and ideas with <b>some degree of logic</b></p> <p>makes <b>adequate</b> 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 <b>competent</b> use of organizational structures that serve the context and intention</p> <p>organizes opinions and ideas in a <b>logical</b> manner, with ideas building on each other</p> <p>makes <b>competent</b> 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 <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></p> <p><b>effectively</b> organizes opinions and ideas in a logical manner</p>	

		<p>with ideas building on each other in a <b>sophisticated</b> way</p> <p>makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <p>produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought or imagination and <b>minimal</b> exploration of new perspectives and ideas</p>	

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

		<p>produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought or imagination and <b>perceptive</b> exploration of new perspectives and ideas</p> <p>makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</p> <p>selects <b>extensive</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>	
3-4	3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li><b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>uses grammar, syntax and punctuation with <b>some degree</b> of accuracy;</li> </ul>	



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

		<p><b>appropriate</b> register and style that serve the context and intention</p> <p>uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>makes <b>effective</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <p>provides <b>minimal</b> identification or explanation of the content, context, language, structure, technique and style, and <b>does not</b> explain the relationship among texts</p> <p>provides <b>minimal</b> identification and explanation of the effects of the creator’s choices on an audience</p> <p><b>rarely</b> justifies opinions and ideas with examples or</p>	

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

		<p>examples and explanations; uses accurate terminology</p> <p><b>competently</b> interprets similarities and differences in features within and between genres and texts.</p>	
7-8	7-8	<p>The student:</p> <p>provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts <b>thoroughly</b></p> <p>provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience</p> <p>gives <b>detailed justification</b> of opinions and ideas with <b>a range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology</p> <p><b>perceptively compares and contrasts</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li> <li>makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li> </ul>	
3–4	3-4	The student:	

		<p>makes <b>adequate</b> use of organizational structures that serve the context and intention</p> <p>organizes opinions and ideas with <b>some degree of coherence and logic</b></p> <p>makes <b>adequate</b> 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 <b>competent</b> use of organizational structures that serve the context and intention</p> <p>organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</p> <p>makes <b>competent</b> 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 <b>sophisticated</b> use of organizational structures that serve the context and intention effectively</p> <p><b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</p> <p>makes <b>excellent</b> use of referencing and formatting tools to create</p>	

		an <b>effective</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.	
1-2	1-2	The student:  produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination and sensitivity	



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

		<p>and <b>substantial</b> exploration and consideration of new perspectives and ideas</p> <p>makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</p> <p>selects <b>sufficient</b> relevant details and examples to develop ideas.</p>	
7-8	7-8	<p>The student:</p> <p>produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas</p> <p>makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</p> <p>selects <b>extensive</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.	
1-2	1-2	The student:  uses a <b>limited</b> range of appropriate vocabulary and forms of expression  writes and speaks in an <b>inappropriate</b> register	

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

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

		are minor and communication is <b>effective</b> makes <b>effective</b> use of appropriate non-verbal communication techniques.	
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