2013 ASSESSMENT RUBRICS

**UNIT 1**

**OUTCOME 1 –**

|  |  |
| --- | --- |
| **MARK RANGE** | **DESCRIPTOR – How you will be assessed** |
| **25-30** | * *Thorough and insightful understanding* of the ideas, characters and themes constructed and presented in the text.
* *Complex discussion* and *critical analysis* of the structures, features and conventions used by the author to construct meaning
* *Complex analysis* of ways in which social, historical and/or cultural values are embodied in the text.
* Construction of a *sophisticated interpretation* which demonstrates an understanding of ways in which the text is open to different interpretations.
* *Considered selection* and use of *significant* evidence/quotes from text to support analysis.
* *Highly* expressive, fluent and coherent writing.
* (ORAL ONLY) *skilful use* of *highly appropriate* oral language conventions to engage an audience.
 |
| **19-24** | * *Thorough knowledge* of the ideas, characters and themes constructed and presented in the text.
* *Well-developed discussion* and *sound analysis* of the structures, features and conventions used by the author to construct meaning.
* *Identification* and *exploration* of the ways in which social, historical and/or cultural values are embodied in the text.
* Construction of a *well-developed interpretation*, demonstration knowledge of ways in which the text is open to different interpretation.
* *Careful selection* and use of *suitable* evidence/quotes from the text to support analysis.
* Expressive, fluent and coherent writing.
* (ORAL ONLY) *displays an ability* to use appropriate oral language conventions to engage audience.
 |
| **13-18** | * *Knowledge* of the ideas, characters and themes constructed and presented in the text.
* Discussion and *some analysis* of the structures, features and conventions used by the author to construct meaning.
* *Identification* of the ways in which social, historical and/or cultural values are embodied in the text.
* Construction of a *general interpretation* and *some identification* of ways in which the text is open to different interpretation.
* *Suitable* use of evidence/quotes from the text to support analysis.
* *Generally* expressive, fluent and coherent writing.
* (ORAL ONLY) *displays an ability* to use *some* appropriate oral language conventions to engage audience.
 |
| **7-12** | * *Some knowledge* of the ideas, characters and themes constructed and presented in the text.
* *Generalised discussion* of the structures, features and conventions used by the author to construct meaning.
* *Identification of a way* in which social, historical and/or cultural values are embodied in the text.
* *Some* evidence of an ability to construct a *general* response to the text and identify *a* *possible interpretation*.
* *Some* use of evidence/quotes from the text to support analysis.
* *Clear expression* of ideas in writing.
* (ORAL ONLY) *variable ability* to use oral language conventions to engage audience.
 |
| **1-6** | * *Limited knowledge* of the ideas, characters and themes constructed and presented in the text.
* *Little, if any, identification* of the structures, features and conventions used by the author to construct meaning.
* *Little, if any, identification of a way* in which social, historical and/or cultural values are embodied in the text.
* *Little* evidence of ability to construct a *general* response to the text *or to* *identify an interpretation*.
* *Minimal* use of evidence/quotes from the text to support analysis.
* *Simple expression* of ideas in writing.
* (ORAL ONLY) *limited* use oral language conventions to engage audience.
 |

**OUTCOME 2 – Draw on ideas and/or arguments suggested by the context “identity” in ‘Don’t start me talking” to create a sustained written text or 5 shorter written texts for a specific audience and purpose, with an analysis and discussion of your decision about form, purpose, language, audience and context.**

|  |  |
| --- | --- |
| **MARK RANGE** | **DESCRIPTOR – How you will be assessed** |
| **25-30** | * *Skilful shaping* of ideas, arguments and language appropriate to the chosen form, audience, purpose and context.
* *Sophisticated* understanding of complex ideas and/or arguments relevant to ‘encountering conflict’.
* *Demonstrated* ability to draw on the complex ideas and/or arguments from the selected text when creating own text/s.
* *Highly* expressive, fluent and coherent writing.
* *Highly* expressive and coherent written explanation of personal authorial choices.
 |
| **19-24** | * *Considered use* of ideas, arguments and language appropriate to the chosen form, audience, purpose and context.
* *Thorough* understanding of complex ideas and/or arguments relevant to ‘encountering conflict’.
* *Demonstrated* ability to draw *purposefully* on the complex ideas and/or arguments from the selected text when creating own text/s.
* Expressive, fluent and coherent writing.
* *Considered* expressive and coherent written explanation of personal authorial choices.
 |
| **13-18** | * *Suitable use* of ideas, arguments and language appropriate to the chosen form, audience, purpose and context.
* *Clear* understanding of complex ideas and/or arguments relevant to ‘encountering conflict’.
* *Demonstrated* ability, *to some degree*, to draw on the complex ideas and/or arguments from the selected text when creating own text/s.
* *Organised* and *relevant* writing with *sound* control of the conventions of written English.
 |
| **7-12** | * Use of ideas, arguments and language *generally* appropriate to the chosen form, audience, purpose and context.
* *Some* understanding of *basic* ideas and/or arguments relevant to ‘encountering conflict’.
* *Some evidence* of an ability to draw on the complex ideas and/or arguments from the selected text when creating own text/s.
* *Some relevance* and *organisation* in the writing and *some* control of the conventions of written English.
 |
| **1-6** | * *Little* use of ideas, arguments and language appropriate to the chosen form, audience, purpose and context.
* *Limited* understanding of *basic* ideas and/or arguments relevant to ‘encountering conflict’.
* *Little evidence* of an ability to draw on the complex ideas and/or arguments from the selected text when creating own text/s.
* *Limited* organisation and control of the conventions of written English.
 |

**OUTCOME 3 – Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and construct, orally or in writing, a sustained and reasoned point of view on the issue.**

|  |  |
| --- | --- |
| **MARK RANGE** | **DESCRIPTOR – How you will be assessed** |
| **33-40** | * *Thorough* and *detailed* knowledge of the issue and *highly* appropriate selection of evidence to support argument.
* *Highly-developed*, coherent and logical argument.
* *Highly* organised, fluent and sustained writing with *excellent* control of the conventions of written English.
* (Oral only) *skilful* use of appropriate language conventions to engage audience.
* *Detailed* acknowledgement of sources where appropriate.
 |
| **25-32** | * *Sound* knowledge of the issue and appropriate selection of evidence to support argument.
* *Soundly developed*, and *generally* coherent and logical argument.
* *O*rganised, fluent and sustained writing with *good* control of the conventions of written English.
* (Oral only) *good* use of appropriate language conventions to engage audience.
* Acknowledgement of sources where appropriate.
 |
| **17-24** | * Knowledge of the issue and *generally* appropriate selection of evidence to support argument.
* *Generally* sustained and coherent argument.
* *O*rganised and relevant writing with *sound* control of the conventions of written English.
* (Oral only) use of appropriate language conventions to engage audience.
* Some acknowledgement of sources where appropriate.
 |
| **8-16** | * *Some* knowledge of the issue and *little evidence* to support argument.
* A superficial argument.
* *O*rganised and relevant writing with *sound* control of the conventions of written English.
* (Oral only) *attempted* use of appropriate language conventions to engage audience.
* Some acknowledgement of sources.
 |
| **1-7** | * *Limited* knowledge of the issue and *little evidence* to support argument.
* Little sense of argument.
* *Limited*  organisation and control of the conventions of written English.
* (Oral only) *limited* use of oral language conventions.
* Some acknowledgement of sources.
 |