2013 ASSESSMENT RUBRICS

**UNIT 1**

**OUTCOME 1 –**

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| **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.**

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| **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.**

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| **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. |