

| Candidate identifier | | Capable 18 | | | |
|----------------------|---|------------|---|---|-------|
| Criterion | A | B | C | D | Total |
| Level awarded | 4 | 4 | 5 | 5 | 18 |

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| Criterion A: Comprehending spoken and visual text | | Explanatory commentary: what in this work characterizes it at the achievement level? Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent? | Level by strand |
| Strand i: construct meaning and draw conclusions from information, main ideas and supporting details | | The student constructed considerable meaning and drew conclusions from information, main ideas and supporting details. | 5-6 |
| Strand ii: interpret conventions | | The student interpreted some conventions. | 3-4 |
| Strand iii: engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions | | The student engaged adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. | 3-4 |
| Overall criterion level | 4 | What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? Best fit: The student showed some understanding of the content, context and concepts of the text as a whole. | |

| Criterion B: Comprehending written and visual text | | Explanatory commentary: what in this work characterizes it at the achievement level? | Level by strand |
|---|---|--|-----------------|
| | | Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent? | |
| Strand i: construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions | | The student constructed some meaning from stated and some implied information, main ideas and supporting details and drew some conclusions. | 3-4 |
| Strand ii: interpret basic conventions including aspects of format and style, and author's purpose for writing | | The student interpreted most basic conventions including aspects of format and style, and author's purpose for writing. | 5-6 |
| Strand iii: engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions | | The student engaged adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. | 3-4 |
| Overall criterion level | 4 | What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? Best fit: The student showed some understanding of the content, context and concepts of the text as a whole. | |

| Criterion C: Communicating in response to spoken and/or written and/or visual text | Explanatory commentary: what in this work characterizes it at the achievement level? Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent? | Level by strand |
|--|---|---|
| Strand i: respond appropriately to spoken and/or written and/or visual text | Oral The student responded appropriately to spoken and/or written and/or visual text. Writing The student responded appropriately to spoken and/or written and/or visual text. | Oral 5-6 Writing 5-6 |
| Strand ii: engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance | Oral The student engaged considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance. Writing The student engaged to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance. | Oral 5-6 Writing 3-4 |
| Strand iii: express ideas and feelings, and communicate information in simple and complex texts | Oral The student expressed ideas and feelings, and communicated information in simple and complex texts. Ideas were relevant and detailed. Writing The student expressed some ideas and feelings, and communicated some information in simple and complex texts; ideas were not always relevant or detailed. | Oral 5-6 Writing 3-4 |

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| Strand iv: communicate with a sense of audience and purpose. | | Oral The student communicated with a considerable sense of audience and purpose. Writing The student communicated with a considerable sense of audience and purpose. | Oral 5-6 Writing 5-6 |
| Overall criterion level | Oral 6 Writing 5 Best fit: 5 | What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”? Best fit overall: 5 | |

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| Criterion D: Using language in spoken and/or written form | <p>Explanatory commentary: what in this work characterizes it at the achievement level?</p> <p>Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?</p> | Level by strand |
|--|---|--|
| Strand i: write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation | <p>Oral The student spoke using a range of vocabulary, grammatical structures and conventions, with some inappropriate choices. She used pronunciation and intonation with some errors, some of which make understanding difficult.</p> <p>Writing The student wrote using a range of vocabulary, grammatical structures and conventions, with some inappropriate choices.</p> | <p>Oral 3-4</p> <p>Writing 3-4</p> |
| Strand ii: organize information and ideas into a structured text; use a wide range of cohesive devices | <p>Oral The student organized some information and ideas, and used a limited range of cohesive devices, not always appropriately.</p> <p>Writing The student organized information and ideas well, and used a limited range of cohesive devices accurately</p> | <p>Oral 3-4</p> <p>Writing 5-6</p> |
| Strand iii: use language to suit the context | <p>Oral The student usually used language to suit the context.</p> <p>Writing The student usually used language to suit the context.</p> | <p>Oral 5-6</p> <p>Writing 5-6</p> |

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| Overall criterion level | Oral 4 Writing 5 Best fit 5 | What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”? Best fit 5 |
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