

Candidate identifier		EMERGENT 20			
Criterion	A	B	C	D	Total
Level awarded	6	5	5	4	20

Criterion A: Comprehending spoken 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: show understanding of messages, main ideas and supporting details		(Question 3) The student showed considerable understanding of messages, main ideas and supporting details.	(5-6)
Strand ii: recognize basic conventions		(Questions 4,6,7) The student had considerable awareness of basic conventions.	(5-6)
Strand iii: engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text		(Questions 5,8,9) The student engaged considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.	(5-6)
Overall criterion level	6	<p>What aspects of the work made it difficult to arrive at a level?</p> <p>As the answers to questions 1 and 2 were written in the text, they were discarded, leaving only one question that addressed strand i.</p> <p>How did you compensate in “best fit”?</p> <p>The student showed considerable understanding of the content, context and concepts of the text as a whole.</p>	

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: identify basic facts, main ideas and supporting details, and draw conclusions		(Questions 1,2,3) The student clearly identified basic facts, main ideas and supporting details, and drew conclusions.	(7-8)
Strand ii: recognize basic conventions including aspects of format and style, and author's purpose for writing		(Questions 4,5,6) The student recognized some basic conventions including aspects of format and style, and author's purpose for writing.	(3-4)
Strand iii: engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text		(Questions 8,9) The student engaged considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.	(5-6)
Overall criterion level	5	What aspects of the work made it difficult to arrive at a level? Question 7 was discarded as it could be answered without reading or viewing the text. How did you compensate in "best fit"? The student showed considerable 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 simple short phrases and basic information in spoken and/or written and/or visual text. Writing The student responded appropriately to simple short phrases and basic information in spoken and/or written and/or visual text.	Oral (5-6) Writing (5-6)
Strand ii: interact in basic structured exchanges	Oral The student interacted considerably in basic structured exchanges. Writing The student interacted considerably in basic structured exchanges.	Oral (5-6) Writing (5-6)
Strand iii: use phrases to communicate ideas, feelings and information in familiar situations	Oral The student used phrases to communicate ideas, feelings and information in some familiar situations; ideas were relevant and detailed. Writing The student used phrases to communicate ideas, feelings and information in some familiar situations; ideas were relevant and detailed.	Oral (5-6) Writing (5-6)
Strand iv: communicate with a sense of audience	Oral The student communicated with some sense of audience. Writing The student communicated with some sense of audience.	Oral (3-4) Writing (3-4)

Overall criterion level	Oral 5 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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Criterion D: Using language in spoken and/or written form	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: write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	Oral The student spoke using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices and using pronunciation and intonation with some errors , some of which make understanding difficult. Writing The student wrote using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices .	Oral (3-4) Writing (3-4)
Strand ii: organize information and ideas and use a range of basic cohesive devices	Oral The student organized some basic information and ideas and used a limited range of basic cohesive devices, not always appropriately . Writing The student organized some basic information and ideas and used a limited range of basic cohesive devices, not always appropriately .	Oral (3-4) Writing (3-4)
Strand iii: use language to suit the context	Oral The student usually used language to suit the context. Writing The student usually used language to suit the context.	Oral (5-6) Writing (5-6)

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