

Candidate identifier		Proficient 25			
Criterion	A	B	C	D	Total
Level awarded	6	6	6	7	25

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: analyse and draw conclusions from information, main ideas and supporting details		(Questions 1,2,3,4,5) The student analysed considerably and drew conclusions from information, main ideas and supporting details.	(5-6)
Strand ii: analyse conventions		(Questions 6,7,8) The student analysed conventions.	(7-8)
Strand iii: engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective		(Questions 9,10,11,12) The student engaged considerably with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	(5-6)
Overall criterion level	6	What aspects of the work made it difficult to arrive at a level? 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 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: analyse and draw conclusions from information, main ideas and supporting details		(Questions 1,3,4) The student analysed considerably and drew conclusions from information, main ideas and supporting details.	(5-6)
Strand ii: analyse basic conventions including aspects of format and style, and author's purpose for writing		(Questions 5,6,7) The student analysed basic conventions including aspects of format and style, and author's purpose for writing.	(7-8)
Strand iii: engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective		(Questions 2,8,9,10) The student engaged considerably with the written and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	(5-6)
Overall criterion level	6	What aspects of the work made it difficult to arrive at a level? Question 2 is a strand iii question as it required the student to engage with the visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. 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 in detail and appropriately to spoken and/or written and/or visual text. Writing The student responded in detail and appropriately to spoken and/or written and/or visual text.	Oral (7-8) Writing (7-8)
Strand ii: engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance	Oral The student engaged confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significance. Writing The student engaged considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance.	Oral (7-8) Writing (5-6)
Strand iii: express ideas, opinions and feelings, and communicate information in a wide range of situations	Oral The student expressed ideas, opinions and feelings, and communicated information in a range of situations; ideas were relevant and detailed. Writing The student expressed ideas, opinions and feelings, and communicated information in a range of situations; ideas were relevant and detailed.	Oral (5-6) Writing (5-6)
Strand iv: communicate with a sense of register, purpose and style	Oral The student communicated with an excellent sense of register, purpose and style.	Oral (7-8)

		Writing The student communicated with a considerable sense of register, purpose and style.	Writing (5-6)
Overall criterion level	Oral 7 Writing 6 Best fit: 6	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”? Best fit: 6	

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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 range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency	Oral The student spoke effectively using a range of vocabulary, complex grammatical structures and conventions accurately ; occasional errors did not interfere with communication . She spoke with excellent intonation and fluency, making communication easy. Writing The student wrote making good use of a range of vocabulary, complex grammatical structures and conventions, generally accurately .	Oral (7-8) Writing (5-6)
Strand ii: organize information and ideas; use a wide range of cohesive devices	Oral The student organized information and ideas into a clear and effective structure and used a wide range of cohesive devices accurately, enhancing the development of ideas. Writing The student organized information and ideas well , and used a range of cohesive devices accurately .	Oral (7-8) Writing (5-6)
Strand iii: use language to suit the context	Oral The student used language effectively to suit the context. Writing The student usually used language to suit the context.	Oral (7-8) Writing (5-6)

Overall criterion level	Oral 8 Writing 6 Best fit: 7	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”? Best fit: 7
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