

Dimension	A	B	C	D	E
<b>Understanding and responding to contexts</b>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• exploitation of a range of genre patterns and conventions to achieve specific purposes</li> <li>• discerning selection, organisation and synthesis of relevant and substantive subject matter to support opinions and perspectives</li> <li>• manipulation and control of roles of the writer and relationships with audiences.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• effective control of a range of genre patterns and conventions to achieve specific purposes</li> <li>• effective selection, organisation and synthesis of relevant subject matter to support opinions and perspectives</li> <li>• establishment and control of roles of the writer and relationships with audiences.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• use of genre patterns and conventions to achieve purposes</li> <li>• selection, sequencing and organisation of relevant subject matter to support opinions and perspectives</li> <li>• establishment and maintenance of roles of the writer and relationships with audiences.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• use of aspects of genre patterns and conventions to achieve some purposes</li> <li>• selection and organisation of subject matter to support opinions or perspectives</li> <li>• establishment of some roles of the writer and relationships with audiences.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• use of aspects of genre patterns and conventions</li> <li>• selection of some subject matter to state an opinion</li> <li>• use of roles of the writer.</li> </ul>
<b>Understanding and controlling textual features</b>	<ul style="list-style-type: none"> <li>• a discerning combination of a range of grammatically accurate language structures for specific effects, including clauses and sentences</li> <li>• discerning use of mode- appropriate cohesive devices to develop and emphasise ideas and connect parts of texts, including paragraphing</li> <li>• discerning use of a wide range of apt vocabulary for specific purposes</li> <li>• discerning use of written features to achieve specific effects: spelling punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• control of a range of grammatically accurate language structures to achieve effects, including clauses and sentences</li> <li>• effective use of mode- appropriate cohesive devices to develop and maintain ideas and connect parts of texts, including paragraphing</li> <li>• effective use of a range of apt vocabulary for specific purposes</li> <li>• effective use of written features to achieve effects: spelling punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• use of a range of mostly grammatically accurate language structures to achieve purposes, including clauses and sentences</li> <li>• use of mode- appropriate cohesive devices to link ideas and connect parts of texts, including paragraphing</li> <li>• use of suitable vocabulary for purposes</li> <li>• suitable use of written features to achieve purposes: spelling punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• inconsistency in the use of grammar and language structures to meet a purpose</li> <li>• use of some mode- appropriate cohesive devices to connect parts of texts, including paragraphing</li> <li>• use of vocabulary that varies in suitability for a purpose</li> <li>– use of written features that vary in suitability: spelling punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• grammar and language structures that impede meaning</li> <li>• some connections between parts of texts</li> <li>• use of vocabulary that distracts from purpose</li> <li>• features that distract from meaning: spelling punctuation</li> </ul>
<p><b>Creating and evaluating meaning</b></p> <p><b>Evaluating</b></p>	<ul style="list-style-type: none"> <li>• discerning analysis of the ways ideas, attitudes and values underpin texts and influence audiences</li> <li>• subtle and complex evaluation of perspectives and representations of concepts, identities, times and places in texts</li> <li>– discerning evaluation of aesthetic features and their effects in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• effective analysis of the ways ideas, attitudes and values underpin texts and influence audiences</li> <li>• effective evaluation of perspectives and representations of concepts, identities, times and places in texts</li> <li>– effective evaluation of aesthetic features and their effects in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• analysis of the ways ideas, attitudes and values underpin texts and influence audiences</li> <li>• evaluation of perspectives and representations of concepts, identities, times and places in texts</li> <li>– identification and explanation of aesthetic features and their effects in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• identification of ideas, attitudes and values that underpin texts and influence audiences</li> <li>• identification of some perspectives and representations of concepts, identities, times and places in texts</li> <li>– identification of aesthetic features and some effects in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• identification of some ideas, attitudes and values in texts</li> <li>• identification of some concepts, identities, times and places in texts</li> <li>– identification of some aesthetic features in texts.</li> </ul>
<p><b>Teacher Feedback:</b></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>					
<p style="text-align: right;"><b>Grade Awarded:</b></p> <div style="border: 1px solid black; width: 100px; height: 50px; float: right;"></div>					

