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| **Criteria** | **Marks** |
| **Overall text structure** | **/8** |
| Constructs a clearly structured, logical text that maintains focus on the question or topic. | 7-8 |
| Constructs a clear text, making relevant points that address the question or topic. | 6-6.5 |
| Constructs a clear, simple text, using a formulaic structure. | 3.5-5.5 |
| Constructs a simple response, adhering to some elements of a formulaic text structure. | 0-3 |
| **Text structure - introduction** | **/8** |
| Constructs a logical introduction that engages with key ideas related to the question or topic and offers a specific thesis or argument. | 7-8 |
| Constructs an introduction that addresses aspects of the question or topic and formulates a broad thesis statement. | 6-6.5 |
| Constructs a brief introduction, incorporating some key words related to the question or topic, but does not form a clear thesis. | 3.5-5.5 |
| Introduces a response, using key words from the question or topic without developing a clear introductory paragraph | 0-3 |
| **Text structure – body paragraphs** | **/8** |
| Constructs well-developed paragraphs focusing on one idea, using a combination of topic, developing, supporting and linking sentences, and which substantiate claims with relevant examples or information. | 7-8 |
| Structures paragraphs with topic, developing and supporting sentences, and which draw on supporting examples or information. | 6-6.5 |
| Constructs paragraphs with some sense of structure, and that describe ideas related to the question or topic in a general way and/or that retell events. | 3.5-5.5 |
| Groups together sentences about loosely related ideas. | 0-3 |
| **Text structure – integration of evidence** | **/8** |
| Integrates relevant evidence; for example, quotes and/or examples to support main points, and explains its significance. | 7-8 |
| Includes relevant evidence with a general discussion of its significance. | 6-6.5 |
| Includes some evidence in an attempt to clarify ideas, but mostly retells or repeats textual details. | 3.5-5.5 |
| Recounts literal details of a text as evidence | 0-3 |
| **Text structure - conclusion** | **/8** |
| Constructs a logical conclusion with a relevant summary of the key points and with clear links to the thesis. | 7-8 |
| Constructs a conclusion with a relevant summary of the key points. | 6-6.5 |
| Concludes with simple but relevant statements. | 3.5-5.5 |
| Concludes with broad statements that do not directly relate to the ideas presented. | 0-3 |
| **Language features – own use** | **/8** |
| Expresses ideas effectively, varying sentence structures, length and beginnings to shape meaning. | 7-8 |
| Expresses ideas clearly, using simple, compound and complex sentences, with minor errors that do not detract from meaning. | 6-6.5 |
| Expresses ideas clearly, using formulaic simple, compound and complex sentence structures. | 3.5-5.5 |
| Presents ideas clearly in simple or compound sentences. Attempts to write cohesive complex sentences. | 0-3 |
| **Theme and idea** | **/10** |
| Identifies one theme from the novel, clearly states one or more ideas developed about the theme and explains how this idea/s is/are developed. | 8-10 |
| Identifies one theme from the novel and clearly states one or more ideas developed about the theme. | 6-7.5 |
| Identifies one theme from the novel but does not identify an idea developed about the theme. | 4.5-6 |
| Does not identify one theme and does not identify an idea developed about the theme. | 0-4 |
| **Language features – text’s use** | **/9** |
| Identifies two or more language features used in the novel and clearly explains how they develop theme. | 7-9 |
| Identifies two language features used in the novel and begins to explain how one or both develop theme. | 5-6.5 |
| Identifies one language features used in the novel and attempts to explain how it develops theme. | 3.5-4.5 |
| Identifies one language feature used in the novel but does not explain how it develops theme. | 0-3 |
| **Narrative conventions – as used in text** | **/9** |
| Identifies two or more narrative used in the novel and clearly explains how they develop theme. | 7-9 |
| Identifies two narrative conventions used in the novel and begins explains how they develop theme. | 5-6.5 |
| Identifies one narrative convention used in the novel and attempts to explain how it develops theme. | 3.5-4.5 |
| Identifies one narrative convention used in the novel but does not explain how it develops theme. | 0-3 |
| **Planning and drafting** | **/8** |
| Completes the explosion chart and the essay planning sheet using considerable detail | 7-8 |
| Completes the explosion chart and the essay planning sheet in some detail | 6-6.5 |
| Completes the explosion chart or the essay planning sheet using minimal detail | 3.5-5.5 |
| Does not complete the explosion chart and the essay planning sheet. | 0-3 |
| **Spelling and punctuation** | **/8** |
| Spells most words accurately, including some difficult and challenging words, and uses grammar and punctuation accurately. | 7-8 |
| Spells most words correctly but may make errors in some difficult words without affecting meaning, and mostly uses correct punctuation and grammar. | 6-6.5 |
| Generally uses accurate spelling, grammar and punctuation. | 3.5-5.5 |
| Makes errors in spelling common words, with some errors detracting from the meaning. Makes errors in punctuation that affect the clarity of the text. | 0-3 |
| **Editing** | **/8** |
| Consistently uses a range of editing strategies to refine and clarify ideas, improve paragraph order and structure, and select vocabulary appropriate to the text. | 7-8 |
| Monitors and edits own work, using strategies to refine and clarify ideas and improve the effectiveness of the text. | 6-6.5 |
| Reviews and edits own work to clarify ideas and improve the effectiveness of the text. | 3-5.5 |
| Proofreads and identifies some errors in own work but may need support to correct mistakes. | 0-3 |
| **TOTAL MARK** | /100 |