ETAWA Year 11 English ATAR Course Examination, Semester Two, 2023: Marking Guide

Some of the advice in this guide may be used in the classroom with activities to assist students in their progress in the subject.

Note: *This examination is written for students who have completed two units of the Year 11 English ATAR course. Teachers may adjust the time allowance to suit their examination timetable or students' preparedness for the examination, and so accordingly adjust expectations regarding the detail covered and length of responses.*

General Marking Guidelines

Some of the following general principles are taken from previous English ATAR Marking Guidelines. [1]

- Examination items do not provide the capacity for candidates to demonstrate their mastery across the range of genres and contexts that are the basis of classroom assessment of candidates' levels of achievement.
- Answers should be marked on both the quality of their content and the quality of their expression. Do not, however, award half the marks for one and half for the other. Exceptional expression can compensate for fairly ordinary content and vice versa.
- Please look at what to REWARD. Avoid the 'penalty mentality' with minor flaws in spelling, expression, quotations and so forth. An examination response is a first draft, and it is unreasonable to expect perfect expression and editing.

Questions require students to engage with fundamental concepts in the course:

- how meaning is communicated through the relationships between language, text, purpose, context and audience
- how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received
- how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts
- the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning
- display an understanding of stylistic features and the application of analytic and creative skills
- respond to texts in a variety of ways and create their own texts.

ETAWA Guidelines to specific sections

The guidelines to specific sections have been prepared by the ETAWA. English departments with more than one teacher are strongly advised to work collaboratively and follow a process that is used in ATAR marking:

- read and discuss the examination paper and these marking guidelines
- mark a small number of sample scripts
- review the marking guidelines with colleagues, amending them where necessary.

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[1] The most recent Examiners' Reports can be found on the School Curriculum and Standards Authority extranet.

Section One – Comprehending

Please note the following suggestions are not comprehensive.

Points to keep in mind with the Comprehending questions

- This section of the examination in 2023 requires candidates to read and analyse **two texts**, and respond to two questions that require succinct responses of 200–300 words per question in a total of 60 minutes. The use of the full range of marks for each question (0–15) is encouraged.

- In this examination, it is more accurate to establish a set of standards against which you assess responses, such as in the Marking Key below, or in a key developed by those marking the papers.

- The sample texts for this section are short. The extent to which the candidates **address the specific demands of the question** in a succinct and clear manner will be a key factor.

- Candidates should be assessed primarily on their understandings and skills in relation to **comprehending** the unseen texts. Having said this, a candidate who is unable to express their ideas due to underdeveloped writing skills is unlikely to be rewarded to the same extent as a candidate who can articulate ideas clearly due to more highly developed writing skills.

- Candidates who can identify some concrete meanings from the text in their responses should be rewarded. Similarly, candidates who are vague and discuss 'meanings' without specifying what meanings, should not be rewarded to the same extent.

- Reward candidates who can cite short, well-chosen points to support their responses. This does not necessarily mean providing quotations, given the limitations of the suggested word count. Candidates who copy sections of a passage without concise discussion should not be rewarded. Candidates should not be rewarded for merely retelling or describing the text.

Specific points for each Comprehending question

These points should be augmented and qualified by your pre-marking discussions of the texts, your knowledge of the teaching and learning programs in which candidates have been engaged and by your analysis of the candidates' sample responses that you preview.

Note: *The questions are scaffolded with an indication of what candidates should include, but it is always possible for candidates to produce unexpected yet worthy responses. Avoid using the points in the scaffolding as a rigid guide to penalties.*

Question 1   **(15 marks)**

How are readers positioned to understand the impact of the Stolen Generation in **Text 1**?

In their response to Question 1, candidates may:

- identify particular impacts represented in the text which may include, but are not limited to:
    - the negative effects of removing children from their parents
    - the long-term impacts of families being fractured
    - the broader response of the community
    - trauma caused by the removal of children
    - the personal observations of the narrator
- discuss how language has shaped representations, such as:

- o the authentic first-person narrative point of view which creates a melancholy tone
- o the structural features of a memoir such as anecdotes and the visual imagery of the setting
- o inclusive language such as 'we' and 'our' to highlight the experience as collective
- o the sympathetic characterisation of Gertie as a mother and Dan as a father
- o Indigenous discourse and colloquial language
- o the sense of connection through adjectives such as 'close-knit community'
- o the visual imagery and/or repetition of 'taken away'
- o emotive language such as 'their departure hurt', 'upset a whole lot of people', 'a terrible time' and 'everybody grieved'
- o short syntax such as 'we missed them terribly' and 'then suddenly they were gone'
- o descriptive nouns, verbs and adjectives such as 'scrutiny', 'monitoring' and 'unceremoniously'
- candidates who refer to the contextual details provided to identify who the author is, giving her memoir credibility, may be rewarded
- candidates may discuss possible reader responses such as sympathy, shock, concern, sorrow, anger or grief
- candidates should be rewarded for articulating a personal response
- candidates who identify a broad audience response should not be penalised

This question addresses the syllabus points of:

- *analysing the style and structure of texts*
- *analysing the ways stylistic choices position readers to respond*
- *evaluate how language choices shape our interpretations.*

Question 2 **(15 marks)**

Explain how visual language conventions have been used to convey an idea in **Text 2**.

In their response to Question 2, candidates may:

- respond specifically to the command verb 'explain'; in this case, candidates are required to explain how visual language conventions have been used to convey an idea
- possible ideas could include, but are not limited to:
  - o human determinism
  - o self-sacrifice for a greater cause
  - o social media as a vehicle for social change
- identify visual language conventions that are used to convey the idea
- 'visual elements' are defined in the syllabus glossary as *visual components of a text such as composition, framing, representation of action or reaction, shot size, social distance and camera angle*
- possible visual elements that candidates may identify include:
  - o the written text of the web address in the background of the image
  - o the eye-level camera shot that draws attention to the subject
  - o the positioning of the subject in the centre of the image
  - o the word 'fight' written in block capitals on the subject's hand

      o the slouched body language of subject, suggesting exhaustion

      o the contrast of message between the subject's body language and the written text, suggesting conflict between mind and body

This question addresses the syllabus points of:

- *the representation of ideas, attitudes and voices in texts, including: analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations.*

Section Two – Responding

General observations to keep in mind for the Responding questions

- This section examines candidates' analytical and critical thinking skills in relation to **responding to texts studied in the units**. Candidates need to demonstrate that they can write with purpose, understanding and critical awareness.
- In this examination, it is probably more accurate to establish a set of standards against which you assess responses, such as in the Marking Key below, or in a key developed by those marking the papers.
- Candidates are being assessed both on their **functional literacy** and on their **critical literacy**.
- A key criterion in assessing content is **engagement with the question**, as opposed to the reproduction of memorised information about a text.
- The marking process should be focused on rewarding candidates for what they **have** done rather than penalising them for errors. Avoid being too harsh on minor spelling or syntactical errors, as examination scripts are only first draft products. Consider the quality of writing when making judgements.
- Higher marks should be awarded to candidates who demonstrate skilful use of textual interpretation and analysis, comparison, contrast or evaluation, as required by the specific question.
- Candidates must make reference to a text when responding to a question in this section. This can be **any text or text type studied**.

Specific points for each Responding question

These points should be augmented and qualified by your pre-marking discussions of the questions, your knowledge of the teaching and learning programs in which candidates have been engaged and by your analysis of the candidates' sample responses that you preview. Be prepared to reward the unexpected.

Question 3   **(40 marks)**

Discuss how generic conventions are used in **two studied texts** to position an audience to respond.

- Candidates must discuss two studied texts. There is no requirement for the analysis of each text to be equal.
- Candidates must identify the genre that they are discussing and whether they are discussing genre in terms of subject matter (for example, detective fiction, romance fiction, science fiction or fantasy fiction) and/or form and structure (for example, novels, plays, short stories, or visual texts such as films or documentaries).
- Candidates are required to identify how generic conventions have been used to engage and influence audiences. The syllabus states that *conventions can be techniques, features or elements that belong to a genre. In order to belong to a particular genre, a text should adhere to, abide by or follow the conventions of that genre.*
- Candidates should discuss particular and specific responses to both texts.
- Candidates should respond specifically to the command verb 'discuss' by exploring the ways

audience responses are shaped and developed by generic conventions.
- Candidates who articulate a personal response should be rewarded and candidates who discuss a more generalised audience response should not be penalised.

This question addresses the syllabus point of:

- *examine the ways texts are constructed to position audiences.*

Question 4 **(40 marks)**

Explain how stylistic choices used in **at least one studied text** challenge and/or reinforce a particular perspective.

- Candidates must refer to at least one studied text.
- Candidates are required to explain how stylistic choices are used to challenge of reinforce a particular perspective. 'Stylistic features' are defined as the ways in which aspects of texts are arranged and how they affect meaning. Examples might include, but are not limited to:
  - o lexical choice
  - o syntax
  - o narrative point of view
  - o voice
  - o structure
  - o language patterns
  - o figurative language
  - o written and visual language features.
- 'Explain' is a command word that requires candidates to relate cause and effect and make the relationship between things evident. The 'how' of this question requires students to identify the way stylistic choices work to shape a perspective.
- 'Perspective' can be considered as a particular viewpoint informed by one or more contexts, or a position from which things may be viewed or considered. Stronger responses will clearly identify a particular perspective.
- Addressing whether the perspective offered is endorsed, privileged or critiqued will be a key determinator that aligns with challenge and/or reinforce.
- Candidates can choose to explain how stylistic features either challenge or reinforce the particular perspective chosen.

This question addresses the syllabus point of:

- *analysing the ways stylistic choices shape perspectives and interpretations.*

Question 5 **(40 marks)**

With reference to **at least one studied text**, consider how texts that are set in another time and place can enable us to reflect on issues within our own context.

- Candidates must refer to at least one studied text.
- Candidates must address 'set in another time and place' by specifically identifying aspects of the production and setting context, social or cultural environment, values, attitudes and/or ideologies represented in their studied text.
- Candidates must identify their own context and how this is different from that of the text.
- Candidates should identify at least one issue that is relevant to their context. Examples of these may include, but are not limited to:
    - the rising cost of living
    - high incarceration rates of Indigenous Australians
    - the impact of technology
    - misuse of power
    - gender dynamics.
- A key discriminator for this question is the extent to which candidates consider aspects of their own social or cultural context and make meaningful links or comparisons to their studied text.
- The verb 'reflect' encourages a thoughtful consideration of the issues represented in the chosen text in connection with their own experience. Stronger responses that clearly identify how a text might resonate with them by impacting their thinking or emotions should be rewarded.

This question addresses the syllabus point of:

- *analyse and evaluate how responses to texts including students' own responses are influenced by personal, social and cultural context and analysing textual evidence to assess the purpose and context of texts.*

Question 6 **(40 marks)**

Explain how **one studied text** has used language features to create a particular representation of an individual or a group of people.

- In response to this question, candidates should engage specifically with the command verb 'explain' which is defined in the glossary of keywords used in the formation of questions as meaning to *relate cause and effect; make the relationships between things evident; provide why and/or how*. In this case, candidates must unpack how language features create a particular representation of an individual or group of people in a studied text.
- Candidates are required to identify a range of language features used in the studied text. These are defined in the syllabus glossary as *the features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles).*

- Candidates should identify a specific representation of an individual or a group of people that have been created within the studied text.
- A key discriminator for this question is how well candidates explain the ways in which these language features contribute to the representation of the individual or group of people in their chosen text.

This question addresses the syllabus point of:

- *investigate the representation of ideas, attitudes and voices in texts, including analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations.*

Question 7 **(40 marks)**

Analyse how **one studied text** has used voice to position you to respond to an issue.

- In response to this question, candidates should refer specifically to the command verb 'analyse'. In this case, candidates are asked to analyse how voice has been used to position a response in a studied text.
- 'Voice', in a literary sense, as described in the syllabus glossary, is *the distinct personality of a piece of writing. Voice can be created through the use of syntax, punctuation, vocabulary choices, persona and dialogue. Texts often contain 'multiple voices'. These are the views, positions, ideas and perspectives of individuals or groups.*
- The phrase 'positions you to respond' invites a personal response from candidates and encourages the use of personal pronouns.
- Candidates should identify the distinctive voice/s used within their studied text and clearly identify the specific issue that they are being positioned to respond to.
- A key discriminator for this question is how well candidates can clearly articulate their response and how the voice of a narrator, character or voice-over in a visual text has been used to influence their response to the issue they have chosen to discuss. For example, the way the voice-over of the narrator David Gulpilil in the film *Ten Canoes* sets the scene in Arnhem Land for the story about a group of men in a traditional hunting context in a time separate from Western influence.

This question addresses the syllabus point of:

- *analyse and evaluate how and why responses to texts vary through the ways ideas, attitudes and voices are represented.*

Question 8 **(40 marks)**

Evaluate how effective **one studied text** has been in using multimodal features to achieve its purpose.

- The command verb 'evaluate' is defined in the glossary of key words used in the formulation of questions as meaning *to ascertain the value or amount of; appraise carefully*. In the context of this question, candidates are required to consider the multimodal features that have been

used in the text and provide evidence of how successfully they have been used to achieve the purpose of the text.

- Candidates are required to identify multimodal features that have been used within their chosen text. A 'multimodal text' is defined in the syllabus as being a *combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)*.
- Candidates are required to identify the specific purpose of the text that they are evaluating. Examples of text purpose include, but are not limited to:
  - o call to action
  - o persuade
  - o entertain
  - o inform.
- Candidates are required to justify their judgement of how successful the text has been at achieving its purpose by providing relevant supporting evidence from the text.
- A key discriminator for this question is how well candidates evaluate the multimodal features in connection to the purpose of the selected text.

This question addresses the syllabus point of:

- *investigate the representation of ideas, attitudes and voices in texts, including analysing the effects of using multimodal and digital features.*

Section Three – Composing

Please note the following suggestions are not comprehensive. Markers are strongly recommended to consider a diversity of responses and assess them on the basis of their individual merits.

General observations to keep in mind for all Composing questions

- The Composing section provides candidates with the opportunity to demonstrate their control of language, sense of audience, knowledge of generic conventions and the ability to shape them in relation to the examination topics. The syllabus for the course requires candidates to *use the appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts*. They should be marked on the extent to which they achieve this.
- A key discriminator will be how well candidates control or manipulate the generic conventions of their chosen form.
- Answers that make use of personal experiences, values and responses to support or explain arguments, or of descriptive writing skills, are quite acceptable. All questions allow for such responses.
- Candidates may refer to texts studied in this section, if such reference supports their writing purpose. The references should be relevant to the questions, rather than reproducing memorised information about a text.
- Candidates should be assessed on their **writing skills**, not their understanding of particular texts or their reading and/or viewing skills. These skills may include the use of connotation, shaping language for persuasive effect for different audiences; conventions associated with presenting arguments; considering audience expectations, attitudes, experience and knowledge when attempting to affect attitudes and effect social action; identifying and, if appropriate, challenging dominant ways of thinking about a topic.
- Answers should be marked on the **quality of the writing**. Markers should look to reward candidates who can develop an argument or write descriptively; write creatively and effectively; sustain a point of view and control expression to shape a reader's response and engage effectively with the question.
- Key elements in assessing candidates' written expression include structure; fluency of expression; use of vocabulary appropriate to audience, purpose and form; control of the conventions of English (noting that candidates are writing first draft examination scripts) and voice. Colloquial and personal responses are acceptable if effectively presented and there is no requirement to write in a highly informal or impersonal manner unless the question requires it.

Specific points for each Composing question

These points should be augmented and qualified by your pre-marking discussions of the questions, your knowledge of the teaching and learning programs in which candidates have been engaged, and by your analysis of the candidates' sample responses that you preview. Be prepared to reward the unexpected.

Question 9 **(30 marks)**

'Wabi-Sabi' is a Japanese word that means finding beauty in imperfections. Create an imaginative text that aligns with this idea.

- Forms of narrative include, but are not limited to: short stories, expositions, extracts from longer narratives, screenplays or hybrid texts. Please allow for the full range of responses.
- A key discriminator for this question should be the extent and depth to which candidates consider the beauty or value of a person/object/experience that is imperfect.
- Candidates may consider extrinsic/aesthetic beauty or intrinsic/intellectual beauty.
- The term 'wabi-sabi' does not need to feature in the response, but the concept must be clearly represented either literally or metaphorically.
- Candidates should be rewarded for using sophisticated, engaging language.
- A key discriminator for this question is the originality of ideas developed.

This question addresses the syllabus point of:

- *create a range of texts, experimenting with text structures and language features.*

Question 10 **(30 marks)**

'Australia is a nation of compassion. Courage and compassion. And the third of these values: resilience.'

Create a text in a form of your choice that focuses on the notion of Australian cultural identity.

- Candidates should compose a text in a recognisable form. Markers should evaluate candidates' responses on the manner and extent to which they use the generic features of their chosen form.
- The instruction 'in a form of your choice' allows scope for producing an imaginative, persuasive or interpretive text.
- A specific component of the question is 'focuses on the notion of Australian cultural identity'. Candidates may consider or depict any particular aspect of Australian cultural identity. They may also draw upon any or all of the three values identified in the quote as a representation of Australian cultural identity.
- Candidates may also consider particular aspects of Australian culture such as:
  - Multiculturalism
  - Indigenous history and identity
  - mateship
  - larrikinism
  - the concept of a fair go
  - the significance of sport
  - the Aussie battler
  - tall poppy syndrome.
- Allow for a variety of ideas related to Australian culture that candidates may identify. Be prepared for unusual or unexpected representations of Australian cultural identity.

- It is acceptable for candidates to endorse or challenge the ideas of the quote. Candidates that posit that Australia is not a compassionate, courageous or resilient nation should not be penalised.
- The quote does not have to be included in the response, but candidates should clearly address the sentiment of the quote.

This question addresses the syllabus point of:

- *using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences.*

Question 11   **(30 marks)**

'This isn't life in the fast lane, it's life in the oncoming traffic.'

Compose an interpretive text that incorporates the above statement.

- This question requires candidates to construct an interpretive text. The syllabus defines 'interpretive texts' as *texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts*.
- Possible forms of interpretive composition in response to this question include:
  - an autobiographical or biographical narrative
  - a discursive essay
  - a feature article
  - a blog post
  - a transcript for a documentary film (or part thereof);
- Other forms of interpretive writing beyond those listed above may also be acceptable.
- The specific instruction in this question to 'incorporate the statement' requires candidates to clearly demonstrate integration of the quote within their composition.
- The statement may be incorporated in a literal or metaphorical way.
- A key discriminator for this question is how well candidates address the term 'incorporates' when engaging with the question.

This question addresses the syllabus point of:

- *create a range of texts using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences.*

Question 12   **(30 marks)**

Compose a text that persuades an audience to agree with a marginalised perspective.

- Candidates are required to compose a persuasive text in response to this question. The syllabus defines 'persuasive texts' as *texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener.* Forms of persuasive texts include feature articles, podcast transcripts, letters, speeches, essays and opinion pieces. The syllabus also

includes *advertising, debates, arguments, discussions, polemics and articles* as other forms of persuasive texts.

- This question requires candidates to create a persuasive text with a focus on the concepts of marginalisation and perspective.
- Candidates should clearly articulate the perspective that the audience is being persuaded to agree with and demonstrate an understanding of how it is, or has been, marginalised. The perspective could be in relation to an issue, an idea, an individual or a group of people.
- Audience awareness is a key component of this question and candidates should clearly identify their intended target audience.
- Candidates should compose a text in a recognisably persuasive form. Markers should evaluate the candidate's composition on the manner and extent to which it uses the persuasive features of their chosen form.
- A key discriminator for this question is how convincingly candidates persuade their selected audience to agree with a marginalised perspective.

This question addresses the syllabus point of:

- *create a range of texts using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences.*

Question 13	**(30 marks)**

Craft an imaginative text that is inspired by the image on the following page.

- Forms of imaginative texts include short stories, excerpts from longer narratives, screenplays or hybrid texts that blend the features of multiple imaginative text types. Please allow for the full range of responses.
- The verb 'craft' requires candidates to carefully consider the construction of their text within the context of a first draft examination response.
- Candidates could draw inspiration from a literal or more metaphorical interpretation of the image. They may draw inspiration from ideas such as:
  - overcoming challenges
  - pushing mental or physical limits
  - dedication or determination in pursuit of a goal
  - outdoor adventure or extreme sports.
- Other aspects that may be inspiring to candidates also exist and markers should reward candidates' originality or creativity in interpreting the image.
- A key discriminator for this question is candidates' sophistication of writing and originality of ideas.

This question addresses the syllabus point of:

- *create a range of texts using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences.*

ETAWA Marking Key

NOTE:
- This marking key has been developed by ETAWA. This ETAWA marking key is different from the sample marking key provided by SCSA and which is available on its website at: https://senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams/english-past-atar-course-exams
- Schools may choose to use or adapt the ETAWA marking key to suit their particular school requirements or use the marking key provided by SCSA.
- The ETAWA marking key may be used *in conjunction with* the marking guide above.
- The ETAWA marking key offers guidance about the relative weighting that could be applied to generic criteria related to the particular section of the examination.

Comprehending (15 Marks for each question)

Questions require the candidate to comprehend and analyse unseen written and visual texts and respond concisely. (Exam Design Brief, SCSA)

Comprehension of Text/s	10
Detailed and sophisticated analysis (and comparison, if required) of text/s with appropriate evidence and terminology relating to the question.	7–10
Understanding of text/s but with limited or irrelevant analysis (or comparison); limited reference to the question.	5–6
Minimal understanding of the text/s. Largely retell of the text and very limited or no analysis (or comparison).	1–4
Not attempted or no reference to the question.	0
Structure and Expression	**5**
Succinct, coherent and clear response; few minor errors.	3–5
Underdeveloped expression, prolix and often poorly structured response; frequent errors.	1–2
Not attempted or major errors in construction and expression	0
Total	**15**

Responding (40 Marks)

Questions require the candidate to demonstrate analytical and critical thinking skills in relation to studied texts. (Exam Design Brief, SCSA)

Engagement with the Question	15
Integrated response addressing all components of the question supported with explicit and detailed text-based evidence.	11–15
Competent response addressing most components of the question supported with some appropriate text-based evidence.	6–10
Limited response to some components of the question and primarily focusing on retell of the text.	1–5
Response that does not address the question.	0
Critical Literacy	**15**
Sophisticated response demonstrating interpretation, analysis, comparison, contrast and/or evaluation of the text/s in relation to the question.	11–15
Competent response demonstrating some analysis, comparison or contrast of the text/s in relation to the question.	6–10
Limited response demonstrating recall of the text/s.	1–5
Insufficiently developed or displayed critical thinking skills.	0
Structure and Expression	**10**
Fluently written with sophisticated vocabulary, syntax and punctuation; few minor errors.	8–10
Competently written with effective vocabulary, syntax and punctuation; some errors.	6–7
Uncontrolled writing with limited vocabulary, syntax and punctuation; frequent errors.	3–5
Insufficiently developed or displayed writing skills; two or three points with little structure or development.	0–2
Total	**40**

Composing (30 Marks)

Questions require the candidate to demonstrate writing skills by choosing form(s) of writing appropriate to specific audiences, contexts and purposes. (Exam Design Brief, SCSA)

Engagement with the Question	10
Sustained and innovative content that addresses the nuances of the question.	8–10
Competent and thoughtful response that addresses the demands of the question.	6–7
Limited, predictable or clichéd engagement with the question.	3–5
Response that does not address the question; irrelevant but may have some interesting content.	0–2
Control of Language and Expression	**10**
Fluently written with sophisticated vocabulary, highly developed personal voice and flair; few minor errors.	8–10
Competently written with effective vocabulary and emerging voice; some errors.	5–7
Uncontrolled writing with limited or inappropriate vocabulary and/or tone; frequent errors.	3–4
Insufficiently developed or displayed writing skills; two or three points with little structure or development.	0–2
Control of Generic Conventions and Form	**10**
Deliberate and specific manipulation of conventions of the chosen form for a chosen audience and purpose.	8–10
Effective control of conventions of the chosen form for an audience and/or purpose.	5–7
Limited understanding and/or use of conventions of the chosen form with little consideration of audience or purpose.	3–4
Insufficiently developed or displayed use of conventions of the chosen form.	0–2
Total	**30**