



SAMPLE ASSESSMENT TASKS

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
GENERAL YEAR 11

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Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 6 – Unit 1 – Cross cultural perspectives

Assessment type: Production (oral)

Conditions

Period allowed for completion of the task: two weeks

Time for the task: 2–3 minutes

Individual presentation to the class, palm cards with notes and supporting visuals permitted

Task weighting

7.5% of the school mark for this pair of units

Task 6: Give an oral presentation on the cuisine of a particular culture.

Part One

What you need to do

- Read and study a number of short texts of recipes from different cultures.
- View clips from cooking shows such as *Master Chef*, *Poh's Kitchen*.

Course content

Comprehension/textual analysis

Identify/analyse/revise features of text organisation and use of language, such as:

- the main stages of the recipe (with a retrieval chart, notes or graphic).
- cohesive devices (*first, next, then, finally*); cohesive devices such as referential pronouns.
- topic-specific vocabulary, lexical chains; guessing meanings of words in context and verifying with dictionaries as needed; different word forms.
- verb forms, (commands, modal verbs: you need/should/could); the use of articles (a/an/the/omission of article); quantities; expressions of time/duration; use of adverbs (gently, carefully).

Part Two

What you need to do

- Select a specific culture in conference with the teacher.
- Plan and organise ideas (in a mind map or other organiser).
- Research the traditional significance of the dish you have chosen.

Course content

Creating texts

- Select topic-specific vocabulary; provide explanations of technical or sociocultural terms that the audience may find unfamiliar.
- Draft explanations of the dish which outline its symbolic significance.
- Draft and edit presentation; prepare support such as palm cards (mandatory) with key words and visuals (optional).

Part Three**What you need to do**

- Review the preparation process for an oral presentation; note and practise strategies for success.
- Practise pronunciation, stress and rhythm patterns of words and phrases; of intonation and stress patterns across sentences; of unfamiliar English sounds.
- Present your recipe to the class and explain its cultural significance.
- Give an oral presentation to the class of 2–3 minutes, to be recorded.
- Respond to questions from the class.

Course content**Communication skills and strategies**

- Develop strategies for interaction with an audience, noting variations across cultures: for an English-speaking context, the use of appropriate posture, eye-contact and gesture; use of appropriate greetings and culturally accepted politeness conventions.

Marking key for sample assessment task 6 – Unit 1

| Description | Marks |
|--|-----------|
| Criterion 1: Content addressing the task | |
| Explains a recipe clearly and effectively. Develops ideas in depth; explains key terminology. Highlights significant symbolic aspects effectively. Answers questions comprehensively. | 9–10 |
| Explains a recipe clearly. Develops ideas in some depth; mostly explains key terminology. Highlights significance of some symbolic aspects. Answers questions effectively. | 7–8 |
| Explains a recipe clearly. Develops ideas in some depth; explains some key terminology. Outlines significance of an aspect of the custom. Answers most questions briefly. | 5–6 |
| Explains a recipe and makes brief mention of significance. Attempts to respond to questions. | 3–4 |
| Explains a recipe briefly but does not elaborate on significance. Provides little relevant or comprehensible response to questions. | 1–2 |
| Total | 10 |
| Criterion 2: Fluency and clarity of pronunciation | |
| Speaks fluently and clearly at an appropriate pace and volume. Consistently uses stress, intonation and pause, at word and sentence level, to highlight significant points. An L/D1 accent may be evident but does not impede communication. | 5 |
| Speaks generally fluently at an appropriate pace and volume with some effective use of stress, intonation and pause to highlight significant points. Slight pronunciation interference from L/D1 may be evident but does not impede communication. | 4 |
| Often uses appropriate pace and volume. Shows general control of the sound system, stress and intonation patterns of English. Occasional words and phrases may be unclear to the listener. | 3 |
| Controls pace and volume occasionally. Is often unclear in sections due to pronunciation difficulties or to lack of control of stress timing. | 2 |
| Only occasional words are intelligible. Use of syllable timing predominates. Inappropriate pace. | 1 |
| Total | 5 |
| Criterion 3: Use of grammar | |
| Uses tenses, word order, subordination and a range of cohesive devices with complete accuracy. | 7 |
| Uses tenses, word order, subordination, and a range of cohesive devices with few errors. | 6 |
| Uses tenses, word order, some subordination, and some cohesive devices with general accuracy. | 5 |
| Uses tenses, word order, some subordination, and some cohesive devices with general accuracy. Some basic errors persist (e.g. lack of 's' in third person singular simple present tense). | 4 |
| Uses tenses, word order, some subordination, and a range of cohesive devices with general accuracy. Some basic errors persist (e.g. lack of 's' in third person singular simple present tense). | 3 |
| Uses tenses, word order, little subordination, and a restricted range of cohesive devices with accuracy in simple sentences. | 2 |
| Uses tenses, word order, no subordination, limited cohesive devices and makes many errors. | 1 |
| Total | 7 |
| Criterion 4: Use of vocabulary | |
| Uses a wide range of vocabulary, including topic-specific vocabulary, appropriate and accurate for the task. Word forms are correct; register is consistent. | 5 |
| Uses a range of vocabulary, including topic-specific vocabulary, appropriate for the task. Word forms are mostly correct; register is consistent. | 4 |
| Uses vocabulary appropriate for the task. Word forms are sometimes incorrect; the use of register shows minor lapses. | 3 |
| Sometimes uses vocabulary appropriate for the task. Word forms are often incorrect; the use of register shows frequent minor lapses. | 2 |
| Uses a limited range of vocabulary appropriate for the task. Word forms are often incorrect; the use of register shows one or two noticeable inconsistencies. | 1 |
| Total | 5 |

| Description | Marks |
|--|-----------|
| Criterion 5: Audience communication | |
| Effectively uses a wide range of non-verbal skills, including posture, eye contact and gesture, to create audience rapport; refers to notes only occasionally. | 3 |
| Uses a range of non-verbal skills, including posture, eye contact and gesture, to create audience rapport; refers to notes occasionally. | 2 |
| Uses some non-verbal skills, including posture, eye contact and gesture, to create audience rapport; shows heavy dependence on notes. | 1 |
| Total | 3 |
| Final total | 30 |
| Total out of 7.5% for this pair of units | |

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 11 – Unit 2 – Life experiences

Assessment type: Investigation

Conditions

Period allowed for completion of the task: three weeks

Some work to be done in class and handed in at the end of each lesson

Notes permitted for the in-class writing

Time for in-class writing: 60 minutes

Task weighting

10% of the school mark for this pair of units

Task 11: Write a report on the art/music/dance traditions of a particular culture.

Part One

What you need to do

- In groups and as a class, read, view, listen to and discuss a range of texts related to storytelling through art and music, dance and art forms e.g. Australian Indigenous art, African dance, Indonesian shadow puppetry.
- Undertake practice in the relevant language skills.

Course content

Comprehension and textual analysis skills and strategies

- Predict content from contextual information.
- Read texts for gist, skim and scan.
- Take and make notes on main ideas and supporting evidence.
- Use retrieval charts to note ideas in common and ideas which are different.
- Analyse information presented in graphic form.
- Study models of opinionative writing for language features and text organisation.
- List and learn new key items of vocabulary, noting form and meaning in context; use texts to support language development such as dictionaries and thesaurus.
- Note cultural variations in attitudes.

Part Two

What you need to do

- Choose one culture and select two different artworks from that culture.
- Study and then describe the artworks.
- Identify their similarities and differences.
- Write a personal reflection on what these artworks convey to you and your response to them.

Course content

Creating texts

- Practise reflective writing on personal knowledge and/or experience.
- Participate in activities such as group discussions on aspects.
- Practice and revision of topic-specific vocabulary and SAE language structures to convey ideas with increasing grammatical precision, accuracy and control of register.
- use self-monitoring and teacher feedback to edit and improve language use for audience and purpose

Marking key for sample assessment task 11 – Unit 2

| Description | Marks |
|---|-----------|
| Criterion 1: Content: addressing the task | |
| Describes two artworks clearly and effectively. Identifies a range of similarities and differences. Expresses a detailed response to the works. | 9–10 |
| Describes two artworks clearly. Identifies some similarities and differences. Expresses a response to the works in some depth. | 7–8 |
| Describes two artworks. Identifies a few similarities and/or differences. Responds on a simple level. | 5–6 |
| Describes briefly and/or superficially two artworks. Identifies one or two similarities or differences. Makes a cursory response or does not respond at all. | 3–4 |
| Describes briefly and/or superficially one artwork but does not identify similarities or differences. Provides little relevant or comprehensible response to artwork. | 1–2 |
| Total | 10 |
| Criterion 2: Use of grammar | |
| Uses tenses, word order, subordination and a range of cohesive devices with complete accuracy. | 7 |
| Uses tenses, word order, subordination, and a range of cohesive devices with few errors. | 6 |
| Uses tenses, word order, some subordination, and some cohesive devices with general accuracy. | 5 |
| Uses tenses, word order, some subordination, and some cohesive devices with general accuracy. Some basic errors persist (e.g. lack of 's' in third person singular simple present tense). | 4 |
| Uses tenses, word order, some subordination, and a range of cohesive devices with general accuracy. Some basic errors persist (e.g. lack of 's' in third person singular simple present tense). | 3 |
| Uses tenses, word order, little subordination, and a restricted range of cohesive devices with accuracy in simple sentences. | 2 |
| Uses tenses, word order, no subordination, limited cohesive devices and makes many errors. | 1 |
| Total | 7 |
| Criterion 3: Use of vocabulary | |
| Uses a wide range of vocabulary, including topic-specific vocabulary, appropriate and accurate for the task. Word forms are correct; register or tone is consistent. | 5 |
| Uses a range of vocabulary, including topic-specific vocabulary, appropriate for the task. Word forms are mostly correct; register or tone is consistent. | 4 |
| Uses a range of vocabulary, including some topic-specific vocabulary, appropriate for the task. Word forms are mostly correct; register or tone is consistent, with minor lapses. | 3 |
| Uses vocabulary appropriate for the task. Word forms are sometimes incorrect; the use of register or tone shows minor lapses. | 2 |
| Uses a limited range of vocabulary appropriate for the task. Word forms are often incorrect; the use of register or tone shows one or two noticeable inconsistencies. | 1 |
| Total | 5 |
| Final total | 22 |
| Total out of 10% for this pair of units | |

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 7 – Unit 1 – Cross cultural perspectives

Assessment type: Production (written)

Conditions

Time for the task: In class, 60 minutes, text notes permitted

Notes to be submitted

Task weighting

7.5 % of the school mark for this pair of units

Task 7: Write an essay on attitudes to food preparation and eating as represented in a feature film that you have viewed.

Part One

What you need to do

View a film such as *Chocolat*; *Eat, Drink, Man, Woman*; *Ratatouille: Big Night* and make notes on:

- film genre/director
- setting (time, place) and plot
- characters
- themes
- new vocabulary, including some metalanguage (flashback, close-up etc.).

Discuss questions such as:

- What cultural attitudes to food and cooking were explored in this film?
- How did the director make the food and meals attractive? What film techniques were used?
- What did you learn from this film and its characters about the importance of food, cooking and eating in people's lives?
- Whose role was it to prepare food? Did the film support cultural attitudes to gender roles?

Course content

Comprehension/textual analysis

- identify sociolinguistic and sociocultural references in a growing range of situations
- recount plot details and describe settings and characters in texts

Creating text

- use appropriate form, content and style for a range of common purposes and audiences
- use some subject-specific vocabulary, synonyms, antonyms and collocations
- use a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences

Task: Write an essay in class on a previously unseen topic requiring detailed reference to the film text studied. Notes are permitted. You should write 300–400 words.

Marking key for sample assessment task 7 – Unit 1

| Description | Marks |
|--|-----------|
| Criterion 1: Addressing the key terms of the task and providing support | |
| Engages comprehensively with the task, addressing all key terms, presenting a clear point of view and effectively supporting ideas using relevant, well-developed examples from the text. | 11–12 |
| Engages clearly with the task, addressing all key terms, though one key term may receive less focus. Presents a clear point of view; supports ideas using relevant examples from the text. | 9–10 |
| Engages with the task, addressing key terms. Presents a clear point of view; supports ideas with adequate examples from the text, though this could be further developed. | 7–8 |
| Engages with the task in a general manner, attending to some key words. Presents a point of view and uses some examples from the text to support ideas. | 5–6 |
| Addresses some key terms of the task though point of view is not clear. Provides superficial examples from the text. | 3–4 |
| Shows little engagement with the task and makes no textual reference or summarises the text without referring to the topic. | 1–2 |
| Total | 12 |
| Criterion 2: Writing for purpose and audience | |
| Uses the generic conventions of an academic essay coherently and cohesively at whole text, paragraph and sentence level. Maintains a consistent register. | 4 |
| Writes a generally coherent and cohesive essay; paragraphing is generally sound. Maintains a generally consistent register. | 3 |
| Writes an essay which is formulaic in structure. Paragraphing is sound but cohesion at sentence level may be faulty. Register characterised by minor lapses. | 2 |
| Shows little control of essay-writing conventions. Use of register is inconsistent. | 1 |
| Total | 4 |
| Criterion 3: Use of grammar and punctuation | |
| Uses a wide range of simple and complex structures with rare errors. Punctuates with flair. | 5 |
| Uses a range of simple and complex structures with minor errors. Punctuates appropriately. | 4 |
| Controls simple structures but is less accurate in complex structures. Punctuates correctly but without variety. | 3 |
| Controls simple structures but subordination is rare. Punctuates with some errors. | 2 |
| Controls simple structures but subordination is rare. Some punctuation is missing. | 1 |
| Total | 5 |
| Criterion 4: Use of vocabulary and spelling | |
| Uses a wide range of vocabulary, including topic-specific items. Spells all words correctly. | 4 |
| Uses a range of vocabulary, including topic-specific items. Spells most words correctly. | 3 |
| Uses sufficient vocabulary to convey ideas. Makes occasional spelling errors. | 2 |
| Uses vocabulary repetitively; makes frequent spelling errors. | 1 |
| Total | 4 |
| Final total | 25 |
| Total out of 7.5% for this pair of units | |

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 5 – Unit 1 – Cross cultural perspectives

Assessment type: Investigation

Conditions

Period allowed for preparation and completion of the task: three weeks. The report is written in the third week.

Time for the task: Class lessons over one week. Materials are taken up at the end of each session.

In class, dictionaries and approved notes permitted; a cover page, contents page, graphics for the report and the bibliography may be brought into class and submitted as elements of the final report.

Task weighting

10% of the school mark for this pair of units

Task 5: Write a report on an issue related to food such as obesity, junk food, vegetarian diets, anorexia or bulimia.

Part One

What you need to do

- With your class, brainstorm a range of social issues related to food and eating practices.
- Consult with your teacher to choose an individual topic.
- Conduct research on your topic in class and in your own time. You will update your teacher on the development of your research at regular intervals.

The research process will involve:

- developing an understanding of research skills: how to access print and digital resources
- studying the layout and language features of a report
- evaluating resources: use of skimming and scanning skills and text features such as contents lists, indexes, nature of internet search engine to evaluate currency, reliability and depth of information on the chosen topic
- writing a statement of the aim of your report (this may be modified as your research progresses)
- developing a set of questions to guide your initial research. Decide the scope of the report e.g. Obesity: Which country? Which age group? Which time period?
- learning how to acknowledge sources: note essential reference details of the texts to be used as the basis of the information in the report and protocols for bibliographical presentation
- making notes/using retrieval charts to make notes from a range of print and digital texts, evaluating the relevance of ideas and the credibility of the evidence presented. Use dictionaries as required; ensure all ideas are paraphrased and words quoted are acknowledged
- synthesising notes from different sources
- preparing a title and supporting materials such as tables of statistics (referenced, relevance to the report topic and argument explained), contents tables and bibliography
- noting language style in use: factual, impersonal, academic features of writing (such as the use of nominalisation, the passive voice, full verb forms, the impersonal 'It is ...'; correct use of punctuation such as quotation marks when required)

Course content**Comprehension/Textual analysis**

- drawing on background knowledge or contextual clues to guess the meaning of unknown words
- using a range of strategies, such as completing retrieval charts and taking notes, to extract accurate information from texts
- identifying and responding to the main ideas in a range of familiar texts
- identifying simple cultural references, idiomatic language and colloquialisms
- using appropriate form and content and style for a range of common purposes and audiences

Part Two**What you need to do**

- Prepare a draft report. Your report should present a clear position on the issue drawn from the exploration of different points of view and the evidence for these. Recommendations should be included.
- Edit your draft report.
- Write your final copy in class time. You should write 300–400 words.
- Submit your notes with your report. Remember to edit your work.

The report should follow the framework below:

- **Introduction**
 - purpose/aim of report
 - brief outline of scope
 - brief mention of where sources used came from
- **Development**
 - background to the issue
 - causes
 - effects
 - possible solutions
- **Conclusion**
 - restate the purpose of the report; summarise your overall findings and the potential impact
- **Recommendations**
 - list several recommendations to solve the problem, based on specific information presented in the report
- **Bibliography**
 - list two or more different sources

Course content**Language Competencies/Creating texts**

Use a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences

Orthographic

- use punctuation as required
- use spelling subject-specific vocabulary correctly
- use subject-specific abbreviations, signs and symbols

Lexical

- use lexical chains to achieve cohesion
- use discourse markers, for example, for showing cause and effect
- choose vocabulary appropriate to purpose and audience

Grammatical

- use direct and indirect speech
- use voice correctly – active and passive
- use reference terms to achieve cohesion

Marking key for sample assessment task 5 – Unit 1

| Description | Marks |
|--|-----------|
| Criterion 1: Evidence of research | |
| Detailed, relevant notes from two or more sources; formats main and supporting ideas with headings, keywords, abbreviations, symbols highlight all relationships between ideas. Clearly states reference details, including page numbers where necessary. | 5 |
| Detailed, relevant notes from two or more sources; formats main and supporting ideas with headings, keywords, abbreviations; symbols highlight most relationships between ideas. Clearly states reference details, including page numbers where necessary. | 4 |
| Relevant notes from two sources in clear format; supporting ideas tend to be general. Clearly states reference details. | 3 |
| Some relevant notes from two sources in a format; relationships between ideas not always clear. Provides most reference details. | 2 |
| Notes from one source but brief and disconnected; main ideas not highlighted. Reference details are incomplete. | 1 |
| Total | 5 |
| Criterion 2: Report conventions | |
| Fully exploits all formal report conventions (introduction, headings, conclusion, recommendations and bibliography). References thoroughly. | 9–10 |
| Uses all formal report conventions (introduction, headings, conclusion, recommendations and bibliography) but one convention requires further development. References well. | 7–8 |
| Uses all formal report conventions (introduction, headings, conclusion, recommendations and bibliography). Two conventions require further development. References most information. | 5–6 |
| Uses most formal report conventions (introduction, headings, conclusion, recommendations and bibliography). Omits one or two conventions. References some information. | 3–4 |
| Uses at least two formal report conventions (introduction, headings, conclusion, recommendations and bibliography). References scattered information only. | 1–2 |
| Total | 10 |
| Criterion 3: Development of ideas and evidence | |
| Comprehensively and logically presents relevant ideas and evidence. Articulates a clear, developed position, draws clear conclusions; makes relevant recommendations. | 19–20 |
| Comprehensively and logically presents relevant ideas and evidence. States a clear position, draws clear conclusions; makes relevant recommendations. | 17–18 |
| Comprehensively and logically presents relevant ideas and evidence. States a position, draws conclusions; makes recommendations which could be further extended. | 15–16 |
| Comprehensively and logically presents relevant ideas and evidence. States a position, draws conclusions; makes recommendations which are generalised. | 13–14 |
| Mostly logically and cohesively presents relevant ideas and evidence. States a position, draws conclusions and makes recommendations which are generalised. | 11–12 |
| Presents ideas and evidence that are mostly relevant but need further extension. States a simple position, draws conclusions and makes generalised recommendations. | 9–10 |
| Presents some relevant ideas and evidence but irrelevance is noticeable. Thesis, conclusions and/or recommendations may lack clarity or require extension. | 7–8 |
| Presents some relevant ideas and evidence but irrelevance is noticeable. Thesis, conclusions and recommendations lack clarity or require extension. | 5–6 |
| Presents some relevant ideas and evidence but irrelevance or repetition is noticeable. Thesis, conclusions and recommendations may be very simple. | 3–4 |
| Presents a few scattered ideas but relevance to chosen topic is tangential. | 1–2 |
| Total | 20 |

| Description | Marks |
|--|-----------|
| Criterion 4: Control of style, including grammar | |
| Uses succinct academic style; fluent use of features such as nominalisation, modality, passive voice; makes no errors. | 11 |
| Uses succinct academic style; and uses such features as nominalisation, modality, passive voice; makes very few errors. | 10 |
| Uses academic style; and uses such features as nominalisation, modality, passive voice; makes some 'slips'. | 9 |
| Uses academic style with some lapses; sometimes uses modality and passive voice; makes some errors. | 8 |
| Uses academic style with some lapses; makes some errors but is mostly accurate in simpler clause structures. | 7 |
| Attempts to use academic style but often lapses; makes some errors in complex structures and is mostly accurate in simpler structures. | 5–6 |
| Does not use a formal academic style; makes frequent errors though is occasionally accurate in simpler structures. | 3–4 |
| Writes with such frequency and range of error that almost no meaning is discernible. | 1–2 |
| Total | 11 |
| Criterion 5: Vocabulary | |
| Employs an extensive vocabulary. | 4 |
| Employs a varied vocabulary. | 3 |
| Employs a mundane, often clichéd vocabulary. | 2 |
| Employs an impoverished vocabulary. | 1 |
| Total | 4 |
| Final total | 50 |
| Total out of 10% for this pair of units | |

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 8 – Unit 2 – Life experiences

Assessment type: Response

Conditions

Period allowed for completion of the task: two weeks

The final copy of the response is to be written in class in 60 minutes

Task weighting

5% of the school mark for this pair of units

Task 8: Write a response to a multimodal text that has some artistic or aesthetic quality.

Part One

What you need to do

- Read/view two multimodal texts (e.g. a picture book, a documentary, a short film, a graphic novel).
- In pairs, make notes for each of these questions about both texts:
 - What is the text about? What do you think are the important ideas developed in this text?
 - Why is the structure of this text significant?
 - What issues are raised?
 - Why do you agree or disagree with the ways of thinking about the world expressed in the text?
 - How does the language used and the techniques used engage us?
- Write up your own responses to these questions with regard to one of the two texts in the form of a series of paragraphs.

Course content

Comprehension/Language and textual analysis/Creating texts

- use appropriate form, content and style for a range of familiar, and unfamiliar purposes and audiences
- identify and discuss meaning, purpose, audience and the values and attitudes presented in a range of texts
- use common subject-specific vocabulary, synonyms, antonyms and collocations
- use imaginative and descriptive language

Language competencies

Sociolinguistic

- explain how meaning changes with shifts in tone and register
- develop appropriate use of language for audience and purpose

Sociocultural

- recognise some common cultural references

Marking key for sample assessment task 8 – Unit 2

| Description | Marks |
|--|-----------|
| Criterion 1: Quality of reading | |
| Presents a detailed, insightful and informed summary of the key ideas presented and issues raised in the text. | 6 |
| Presents a detailed summary of the key ideas presented and issues raised in the text. | 5 |
| Presents a logical summary of the key ideas presented and issues raised in the text. | 4 |
| Makes some logical points. | 3 |
| Demonstrates limited understanding of the text. | 2 |
| Shows minimal understanding of the text. | 1 |
| Total | 6 |
| Criterion 2: Expression of ideas | |
| Expresses ideas in a sophisticated and lucid style. | 5 |
| Expresses ideas in a clear, well-structured and coherent manner. | 4 |
| Expresses ideas clearly. | 3 |
| Expresses ideas but in a limited way. | 2 |
| Expresses ideas in a manner that is difficult to follow. | 1 |
| Total | 5 |
| Criterion 3: Comments about structure | |
| Demonstrates a consistently accurate understanding of the structure of the text. | 5 |
| Demonstrates a sound understanding of the structure of the text. | 4 |
| Demonstrates some understanding of the structure of the text. | 3 |
| Shows limited understanding of the structure of the text. | 2 |
| Shows very limited understanding of the structure of the text. | 1 |
| Total | 5 |
| Criterion 4: Comments on language | |
| Makes astute comments. | 4 |
| Makes logical and feasible comments. | 3 |
| Makes sensible comments. | 2 |
| Makes minimal comments. | 1 |
| Total | 4 |
| Criterion 5: Comments on techniques | |
| Makes astute comments. | 4 |
| Makes logical and feasible comments. | 3 |
| Makes sensible comments. | 2 |
| Makes minimal comments. | 1 |
| Total | 4 |
| Criterion 6: Quality of reasons for agreeing or disagreeing with the ways of thinking about the world | |
| Develops reasons of a high intellectual order. | 6 |
| Develops logical and rational reasons. | 5 |
| Develops sensible reasons. | 4 |
| Presents reasons that are debatable, tending towards dubious. | 3 |
| Presents largely contentious reasons. | 2 |
| Presents illogical and unsupported reasons. | 1 |
| Total | 6 |
| Final total | 30 |
| Total out of 5% for the pair of units | |