



SAMPLE ASSESSMENT TASKS

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
ATAR YEAR 11

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Sample assessment task

English as an Additional Language or Dialect – ATAR Year 11

Task 2 – Unit 1 – Ways of Life

Assessment type: Production (oral)

Topic: Oral description of a custom and its significance

Conditions

Period allowed for completion of the task: two weeks

Time for the task: 3–4 minutes

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

Task weighting

10% of the school mark for this pair of units

Preparation for Task 2**What you need to do**

1. Read and study 1–2 short texts describing a custom or ceremony (for example, a wedding; a coming of age ceremony; Chinese New Year/Idul Fitri celebrations).
2. Comprehension/textual analysis: Identify/analyse/revise features of text organisation and use of language, such as
 - the main stages of the custom or ceremony (with a retrieval chart, notes or graphic)
 - the ordering of ideas in a linear text structure
 - paragraph structure (topic sentence and supporting ideas); use of chronological linkers (*First, Second, Then, Finally*); cohesive devices such as referential pronouns
 - topic-specific vocabulary, lexical chains; inferring meanings of words in context and verifying with dictionaries as needed; different word forms, including affixes and their meanings
 - tense use (form and function in this context); the use of articles (a/an/the/zero article)
 - symbolic aspects of the custom or ritual; ways to comment on significance.
3. Creating texts – Task content preparation: Select an individual topic in conference with the teacher
 - brainstorm, plan and organise ideas (in a mind-map or other organiser)
 - select topic-specific vocabulary; provide explanations of technical or sociocultural terms the audience may find unfamiliar e.g. ‘filial piety’, ‘elders’, ‘imam’
 - draft explanations of aspect/s of the custom which have symbolic significance
 - draft and edit presentation; prepare support such as palm cards with key words, visuals.
4. Communication skills and strategies: Oral delivery preparation
 - review the preparation process for an oral presentation to note and practise strategies for success
 - engage in pronunciation practice of stress and rhythm patterns of words and phrases; of intonation and stress patterns across sentences; of unfamiliar English sounds; of the use of stress to highlight meaning; of pause for effect

- 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; use of language for negotiating meaning and re-establishing communication.

5. Make the oral presentation on the custom and answer class questions at the conclusion.

Requirements for assessment	Due dates
<input type="checkbox"/> Oral presentation to the class of 3–4 minutes, to be recorded	
<input type="checkbox"/> Palm cards with notes (required); supporting visual/s (optional)	

Marking key for sample assessment task 2 – Unit 1

Description	Marks
Criterion 1: Content addressing the task	
Explains a custom clearly and effectively. Develops ideas in depth; explains key terminology. Highlights significant symbolic aspects effectively. Addresses questions comprehensively.	9–10
Explains a custom clearly. Develops ideas in some depth; mostly explains key terminology. Highlights significance of some symbolic aspects. Addresses questions effectively.	7–8
Explains a custom clearly. Develops ideas in some depth; explains some key terminology. Outlines significance of an aspect of the custom. Addresses most questions briefly.	5–6
Explains a custom and makes brief mention of significance. Attempts to respond to questions.	3–4
Explains a custom 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.	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 a range of cohesive devices with general accuracy.	5
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).	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 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

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
Overall total	/30
Total out of 10% for this pair of units	/10%

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 11

Task 4 – Unit 1 – Ways of Life

Assessment type: Response

Comprehension of two print texts

Conditions

In class, 60 minutes

Task weighting

5% of the school mark for this pair of units

Preparation for Task 4**What you need to do**

In groups and as a class, read and discuss a range of texts related to social media and the impact of associated technologies. Consider, discuss and write about their benefits and disadvantages.

Comprehension and textual analysis skills and strategies

- predicting content from contextual information
- reading texts for gist, skimming and scanning
- taking and making notes on main ideas and supporting evidence
- using retrieval charts to note ideas in common, ideas which are different
- analysing information presented in graphic form
- study of models of opinionative writing for language features and text organisation
- listing and learning new key items of vocabulary, noting form and meaning in context; using texts to support language development such as dictionaries and thesauruses
- noting cultural variations in attitudes to social media and their use.

Creating texts

- practice and development of note-taking, summarising and paraphrasing skills
- reflective writing on personal knowledge and/or experience of social media
- participation in activities such as group debates on aspects of the impact of social media
- practice and revision of topic-specific vocabulary and SAE language structures to convey ideas with increasing grammatical precision, accuracy and control of register
- using self-monitoring and teacher feedback to edit and improve language use for audience and purpose.

Texts could include: blogs; advertisements, print and digital; extracts from social commentary texts such as Scott Westerfield's *So Yesterday*; feature articles; letters to the editor; statistical data; cartoons; television panel discussions.

Conditions

Time for the task: 60 minutes, plus 10 minutes reading time
 Previously unseen texts (one print, one visual)
 Dictionaries permitted

Task weighting

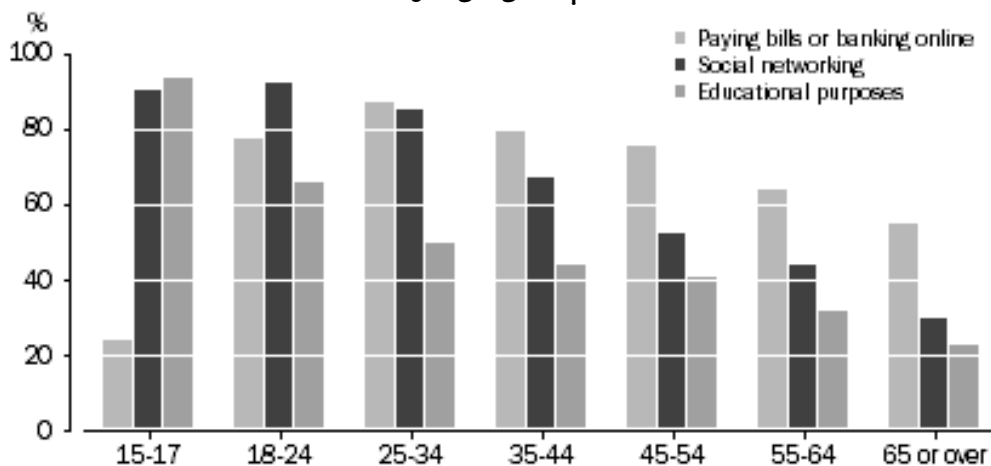
5% of the school mark for this pair of units

Read the two texts and answer all the questions that follow.

(20 marks)

TEXT 1

Persons with internet access at home, and percentage of selected online activities by age group, 2012–13



(a) As a proportion of total persons with internet access at home.
 (b) Multiple activities could be selected.

Question 1

(1 mark)

According to the graph, in which two age groups was social networking most popular in Australia in 2012–13?

Question 2

(1 mark)

Which age group makes greatest use of the internet for educational reasons?

Question 3

(1 mark)

Based on the information in the graph, which age group is most likely to experience the advantages and disadvantages of using the internet?

TEXT 2

Social media and the internet: a blessing or a curse?

A warm welcome to our school website. In this monthly bulletin in my role as school counsellor, I am addressing some of the issues raised both by parents and by students in relation to the impact of social media and internet use. We all need to focus on both the educational development and the emotional well-being of our young people.

For the majority of the older generation whose schooling was mostly in the medium of print texts and the classroom, it can be hard to negotiate the realities of the virtual world our children are dealing with, a brave new world indeed. It cannot be denied that the internet and social media sites such as Facebook have revolutionised both the accessibility of knowledge and the ability to stay connected with family and friends near and far. However, with all these benefits have come dangers. Awareness of these dangers is key to the successful management of all the new technologies and gadgets now available.

Most parents will admit that the stresses of modern life can sometimes mean that our 'busy-ness' leads to neglect of the ways in which out-of-school time is being used by teenagers and younger children. Technology can be a great baby-sitter! The home may no longer be a place of family privacy, rest and communication. One or two clicks, and a virtual stranger has come through the front door. Not only that, social media may be addictive for the solitary child, a mental and emotional drug. Constructing an attractive 'persona' for a social media site may be one way to establish friendships, but how substantial are these friendships? Are these true friends?

Nowadays, everyone will be familiar with the new phenomenon of 'cyberbullying' through texting or social media platforms such as Facebook. Numbers of students have come to my office with their self-esteem in shreds from messages they have received expressing frighteningly hostile feelings, often in the most uncouth terms. The cruel words of the cyberbully, protected by the anonymity of the internet, can lead to tragedy, even suicide. In addition, sexual predators can manipulate lonely, vulnerable adolescents, whose need to be 'liked' may lead to decisions never even dreamed of by unsuspecting parents.

So how can we ensure that our students avoid these pitfalls?

Here are some suggestions for use at home to minimise the dangers of social media and the internet, to maximise the benefits of an essential educational resource and as a necessary set of skills for functioning in modern society.

Firstly, ensure your child's computer is set up in common living spaces and not in their bedroom. Then you can monitor when, for how long and with whom connections are being made. Think of this, not as an invasion of your child's privacy, but as a means of protection. It can be a very good idea to set a limit on total screen time, including television and video-gaming. Software to limit access to certain sites can be used to control what your child is exposed to.

Secondly, keep the lines of communication with your child open. Make sure you are up-to-date with who their friends are and where their interests are leading them. Discuss the importance of not accepting friend requests from people online they have not met in person. Encourage them to

delete 'friends' whose influence seems persistently negative – what kind of friend is that? Your children need to experiment, to branch out, to develop an individual identity. They are more likely to do this safely if their understanding of fundamental life values is strong. Don't expect that mistakes won't be made... but be ready to discuss and learn from them.

Finally, role-model effective, creative and healthy use of the new technologies, using them in a balanced way. Encourage an active lifestyle. While we adults will never have the technological skill-set of the young, we do have the life skills, wisdom and experience to support them on their journey. Be confident in your parenting skills.

If you have further ideas on this issue, please add your voice to our school community conversation.

Jane Smith, School Counsellor

Question 4

(1 mark)

The main purpose of this text is to

- (a) warn parents and students of the dangers of new technologies.
- (b) open a discussion of the best ways to deal with new technologies.
- (c) make parents confident of their own parenting skills.
- (d) encourage parent and student use of new technologies.

Answer:

Question 5

(1 mark)

The school counsellor's attitude to parents and students in this text can best be described as

- (a) patronising.
- (b) supportive.
- (c) friendly.
- (d) worried.

Answer:

Question 6

(15 marks)

Summarise the challenges for students and their parents explored in Texts 1 and 2.
Comment on the suggestions made in Text 2 to maximise the benefits of modern technologies.
You may refer to your own knowledge and experience.
You must write in your own words.

Suggested length: 200–250 words

ACKNOWLEDGEMENTS

Text 1 Australian Bureau of Statistics. (2014). *Patterns of home internet use* [Graph]. Retrieved June, 2014, from www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/8A12E6E0D07D36A0CA257C89000E3FB7?opendocument
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Marking key for sample assessment task 4 – Unit 1

1. According to the graph, in which two age groups was social networking most popular in Australia in 2012–13?

Description	Marks
15–17 (year olds) and 18–24 (year olds). (Must have both)	1
Total	/1

2. Which age group makes greatest use of the internet for educational reasons?

Description	Marks
15–17 (year olds)	1
Total	/1

3. Based on the information in the graph, which age group is most likely to experience the advantages and disadvantages of using the internet?

Description	Marks
18–24 (year olds)	1
Total	/1

4. The main purpose of this text is to
- warn parents and students of the dangers of new technologies.
 - open a discussion of the best ways to deal with new technologies.
 - make parents confident of their own parenting skills.
 - encourage parent and student use of new technologies.

Description	Marks
(b) open a discussion of the best ways to deal with new technologies	1
Total	/1

5. The school counsellor's attitude to parents and students in this text can best be described as
- patronising.
 - supportive.
 - friendly.
 - worried.

Description	Marks
(b) supportive	1
Total	/1

6. Summarise the challenges for students and their parents explored in Texts 1 and 2. Comment on the suggestions made in Text 2 to maximise the benefits of modern technologies. You may refer to your own knowledge and experience.

You must write in your own words.

Suggested length: 200–250 words

Description						
Challenges	<ul style="list-style-type: none"> educational and social time management/balanced lifestyle overdependence on cyberconnectivity/screen time avoiding development of compulsive/addictive behaviours keeping lines of communication open understanding and avoiding dangers such as cyber-bullies and sexual predators distinguishing between real and virtual friends 					
Comment	<p>on technology and family management strategies, including</p> <ul style="list-style-type: none"> suitable placement of computers in the home use of software/permissions to close off access to certain sites not using screens as babysitters awareness of friends and interests communicating values/ reasonable attitude to mistakes encouraging a healthy, balanced lifestyle 					
Marks	Not achieved 0	Minimal achievement 1	Limited achievement 2	Satisfactory achievement 3	Competent achievement 4	Comprehensive achievement 5
Summary						
Comment						
Language: accuracy and use of own words						
Total						/15
Overall total						/20
Total out of 5% for this pair of units						/5%

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 11

Task 10 – Unit 2 – Making choices

Assessment type: Production (written)

Essay on two course texts

Conditions

Time for the task: In class, 60 minutes, text notes permitted. No dictionaries.

Notes to be submitted.

Task weighting

5% of the school mark for this pair of units

What you need to do

1. Comprehension/Textual analysis: study of a film such as *Slumdog Millionaire*.

View the film and make notes on

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

Complete a retrieval chart on the choices made by Jamal and Salim: choice/reason/effect

Discuss questions such as

- *From whose point of view are the events of the film narrated? Or particular scenes?*
- *In what ways does Maman attempt to exploit others? What do you think about his choices?*
- *Is the film realistic? What elements are/are not?*
- *What is the effect of the use of Hindi in some scenes? Why do you think the directors made this choice?*
- *What did you learn from this film and its characters about the choices people make?*

2. Comprehension/Textual analysis: study of a print text such as *Mao's Last Dancer* by Li Cunxin.

Read the autobiography and make notes on

- setting (time, place) and plot
- characters
- themes/ scenes highlighting textual themes
- new vocabulary, including some metalanguage (first person narration etc.).

Complete a retrieval chart on Li's early life in the village/at ballet school in Beijing/as a dancer in the USA/as a citizen of Australia: choices/reason/effect.

Discuss questions related to the unit focus such as

- *What impressions are created of life in China?/life in the United States of America?/ in Australia?*
- *What is more important, patriotism or personal happiness?*
- *What did you learn from this autobiography about making choices?*

3. In the film and the autobiography:

- *When does it become difficult to make a choice? Which choices make the greater impression on the reader or viewer: real-life choices or imaginary ones? Why? What examples are highlighted in the texts?*

4. Textual analysis: Model essay study

- analysing task and key terms, planning
- writing effective essay introductions addressing the key terms of the task, nominating texts to be discussed and presenting a developed thesis
- responding to questions containing the phrase, 'To what extent...?'
- using examples and evidence to support ideas
- employing correct conventions for reference to texts and use of quotations; use of paraphrase
- applying conventions of tense use when writing about texts
- writing effective conclusions
- checking and editing own work.

Task: Write an essay in class on a previously unseen topic requiring detailed reference to two texts studied. Notes are permitted.

Marking key for sample assessment task 10 – Unit 2

‘The choices people make can greatly affect their lives.’

To what extent is this true? Write an essay discussing the choices made and their impact in the film *Slumdog Millionaire* and Li Cunxin’s autobiography, *Mao’s Last Dancer*.

You should write 350–500 words.

25 marks

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 both texts.	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 both texts.	9–10
Engages with the task, addressing key terms. Presents a clear point of view; supports ideas with adequate examples from both texts, 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 at least one text to support ideas.	5–6
Addresses some key terms of the task though point of view is not clear. Provides irrelevant examples.	3–4
Shows little engagement with the task and makes no textual reference. Essay may be brief.	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. Maintains a consistent register with 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 correctly.	5
Uses a range of simple and complex structures with minor errors. Punctuates correctly.	4
Controls simple structures but is less accurate in complex structures. Punctuates correctly.	3
Controls simple structures but subordination is rare. Punctuates with some errors.	2
Controls simple structures but subordination is rare. Punctuation is missing.	1
Total	/5
Criterion 4: Use of vocabulary and spelling	
Uses a wide range of vocabulary, including topic-specific items. Spells correctly.	4
Uses a range of vocabulary, including topic-specific items. Spells correctly.	3
Uses sufficient vocabulary to convey ideas. Makes occasional spelling errors.	2
Uses vocabulary repetitively. Makes errors in word forms and spelling.	1
Total	/4
Overall total	/25
Total out of 5% for this pair of units	/5%

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 11

Task 11– Unit 2 – Making choices

Assessment type: Investigation

A report on an issue

Conditions

Period allowed for preparation and completion of the task: 3 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 11

Write a formal report focussing on a social, environmental or global issue.

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.

Notes are to be submitted. Remember to edit your work.

You should write 600–800 words.

The report should follow the framework below:**Introduction**

- purpose/aim of report/intended audience
- 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.

What you need to do: With your class, brainstorm a range of social, environmental and global issues. Choose an individual topic in conference with the teacher. You will do some research in class time but you will be required to do most research **in your own time. You will update your teacher on the development of your research at regular intervals.**

Comprehension/Textual analysis

1. Research skills orientation: how to access resources, print and digital.
2. Study the layout and language features of a report.
3. Evaluation of 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.
4. Write a statement of intent for your report. (This may be modified as your research progresses.)
5. Develop 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?).
6. Acknowledgement of 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.
7. Make notes/use 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 paraphrased and words quoted are acknowledged.
8. Synthesise notes from different sources.
9. Prepare a title and supporting materials such as tables of statistics (referenced, relevance to the report topic and argument explained), contents tables and bibliography.
10. Note footnoting techniques.
11. Note 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).

Creating texts

Write the report over a set number of class lessons, based on the notes made and submitted to the teacher before writing commences. All task materials are collected at the end of each lesson and redistributed at the start of the next.

Marking key for sample assessment task 11 – Unit 2

Task: Write a formal report focussing on a social, environmental or global issue.

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.

Notes are to be submitted. Remember to edit your work.

You should write 600–800 words.

50 marks

Description	Marks
Criterion 1: Evidence of research	
Provides detailed, relevant notes from two or more sources; formats main and supporting ideas with headings, keywords, abbreviations, symbols for relationships between ideas. Clearly states reference details, including page numbers where necessary.	5
Provides 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, sometimes including necessary page numbers.	4
Provides relevant notes from two sources in clear format; supporting ideas tend to be general. Clearly states reference details.	3
Provides relevant notes in mostly clear format; relationships between ideas not always clear. States most reference details.	2
Provides notes that are 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).	9–10
Uses all formal report conventions (introduction, headings, conclusion, recommendations and bibliography). One convention requires further development.	7–8
Uses all formal report conventions (introduction, headings, conclusion, recommendations and bibliography). Two conventions require further development.	5–6
Uses formal report conventions (introduction, headings, conclusion, recommendations and bibliography). Omits one convention.	3–4
Uses formal report conventions (introduction, headings, conclusion, recommendations and bibliography). Omits two or more conventions.	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
Presents many relevant ideas and evidence. States a position, draws conclusions; makes recommendations which could be further extended.	15–16
Presents many relevant ideas and evidence. States a position, draws conclusions; makes recommendations which are generalised.	13–14
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 recommendations may lack clarity or require extension.	7–8
Presents a few relevant ideas and evidence but irrelevance is noticeable. Thesis, conclusions and recommendations may lack clarity or require extension.	5–6
Presents a few 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: Use of language	
Uses succinct academic style; demonstrates a wide vocabulary and fluent use of features such as nominalisation, modality, passive voice; makes no errors.	15
Uses succinct academic style; demonstrates a wide vocabulary and uses such features as nominalisation, modality, passive voice; makes very few errors.	13–14
Uses academic style; demonstrates a wide vocabulary and uses such features as nominalisation, modality, passive voice; makes some 'slips'.	11–12
Uses academic style with some lapses; demonstrates a fairly wide vocabulary, sometimes uses modality and passive voice; makes some errors.	9–10
Uses academic style with some lapses; demonstrates a fairly wide vocabulary; makes some errors but is mostly accurate in simpler clause structures.	7–8
Attempts to use academic style but often lapses; demonstrates a rather restricted vocabulary; makes some errors in complex structures and is mostly accurate in simpler structures.	5–6
Does not use a formal academic style; demonstrates a restricted vocabulary; makes frequent errors though is occasionally accurate in simpler structures.	3–4
Writes with such frequency and range of errors that almost no meaning is discernible.	1–2
Total	/15
Overall total	/50
Total out of 10% for this pair of units	/10%