

	Level 6	B	P	A	Level 5	B	P	A	Level 4	B	P	A	Level 3	B	P	A	Level 2	B	P	A
C O N T E N T	<p>Ideas developed, connected</p> <p>Addresses question fully</p> <p>Uses supporting details/ evidence (including quotations) consistently and appropriately.</p> <p>Integrates textual evidence</p> <p>Includes relevant text elements (i.e., character, theme, setting, language, or content and film technique in visual texts)</p> <p>Shows awareness of author’s purpose/intention and craft</p> <p>Use of appropriate personal responses, analogies, and/or reference to other texts, goes beyond the text.</p>				<p>Ideas developed</p> <p>Addresses question</p> <p>Uses details/evidence (including quotations) to support ideas mostly consistently</p> <p>Some integration of evidence</p> <p>Uses some appropriate text elements (e.g., plot, character, theme, setting or film techniques)</p> <p>May show awareness of author’s purpose and craft.</p> <p>Some use of appropriate personal response or reference to other texts.</p> <p>May comment/respond personally .</p>				<p>Ideas explained and described</p> <p>May include unnecessary repetition or retelling of text.</p> <p>Question mostly addressed</p> <p>Uses some details/evidence (including quotations) in support of ideas.</p> <p>Personal response and straightforward description rather than analysis may predominate.</p> <p>Not clear on overall author intention.</p>				<p>Ideas largely descriptive, with some elements of analysis identified.</p> <p>Generally brief including repetition and irrelevance.</p> <p>Some points link to question – parts not addressed</p> <p>Evidence limited .</p> <p>some personal response</p>				<p>Description or plot detail</p> <p>Irrelevant or repetitive material included</p> <p>Generally too brief</p> <p>Question not addressed</p>			
S T R U C T U R E	<p>Concise introduction to topic and structure overview</p> <p>Consistent selection, placement, linking and ordering of material in paragraphs and throughout the text.</p> <p>Strong organizational structures/transitions are evident within and between paragraphs for effect and impact.</p>				<p>You use a straightforward conventional structure</p> <p>Ideas are structured and organized in paragraphs with topic sentences.</p> <p>Some linking between paragraphs is evident.</p> <p>Straightforward conventional structure is apparent (introduction, body, and conclusion).</p>				<p>Beginning provides orientation</p> <p>May attempt a conclusion.</p> <p>Paragraphs are structured with main idea and supporting details. is a sense of an attempt to organize content.</p>				<p>Organization is largely driven by plot sequence</p> <p>Ideas sequenced logically but may not be paragraphed conventionally</p> <p>Organization driven by plot sequence of source text, may be uneven.</p>				<p>Some ideas grouped</p> <p>Structure may reflect naïve <u>stream of consciousness</u> related to personal response</p>			
S t y l e	<p>Fluent and sophisticated language use</p> <p>Use appropriate formality</p> <p>Make accurate use of a range of specialised literary terminology</p>				<p>Clear and mostly fluent</p> <p>Use appropriate formality</p> <p>Use literary terminology accurately</p>				<p>Clearly expressed</p> <p>Use appropriate language to give clarity to the analysis.</p> <p>May use some literary terms</p>				<p>Lacking formality</p> <p>Some terminology- may not be clearly understood</p>				<p>Simple vocabulary choices; repetitive;</p> <p>lacks use of terminology</p>			

Done well:

Areas to work on: