Rubric: Generic

Criteria A: Analysing	1-2	3-4	5-6	7-8
i. Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Analyse the effects of the creator's choices on an audience. iii. Justify opinions and ideas, using examples, explanations and terminology. iv. Evaluate similarities and differences by connecting features across and within genres and texts.	i. Provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides **limited** analysis of the effects of the creator's choices on an audience. iii. **Rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology. iv. Evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.	i. Provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides **adequate** analysis of the effects of the creator's choices on an audience. iii. Justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some t**erminology. iv. Evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.	i. **Competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts. ii. **Competently** analyses the effects of the creator's choices on an audience. iii. **Sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology. iv. Evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.	i. Provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. ii. **Perceptively** analyses the effects of the creator's choices on an audience. iii. Gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology. iv. **Perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.
Criteria B: Organizing	**1-2**	**3-4**	**5-6**	**7-8**
i. Employ organizational structures that serve the context and intention. ii. Organize opinions and ideas in a sustained, coherent and logical manner. iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention.	i. Makes **minimal** use of organizational structures though these may not always serve the context and intention. ii. Organizes opinions and ideas with a **minimal degree of coherence and logic.** iii. Makes **minimal** use of referencing and formatting tools to create a presentation style that may **not always be suitable** to the context and intention.	i. Makes **adequate** use of organizational structures that serve the context and intention. ii. Organizes opinions and ideas with **some degree of coherence and logic.** iii. Makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	i. Makes **competent** use of organizational structures that serve the context and intention. ii. Organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other. iii. Makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	i. Makes **sophisticated** use of organizational structures that serve the context and intention **effectively.** ii. **Effectively** organizes opinions and ideas in a **sustained, coherent and logical** manner with ideas building on each other in a sophisticated way. iii. Makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.
C. Producing Text	**1-2**	**3-4**	**5-6**	**7-8**
i. Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. iii. Select relevant details and examples to develop ideas.	i. Produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination and sensitivity and **minimal** exploration of, and critical reflection on, new perspectives and ideas. ii. Makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience. iii. Selects **few** relevant details and examples to develop ideas.	i. Produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination and sensitivity and **some** exploration of, and critical reflection on, new perspectives and ideas. ii. Makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience. iii. Selects **some** relevant details and examples to develop ideas	i. Produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination and sensitivity and **substantial** exploration of, and critical reflection on, new perspectives and ideas. ii. Makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience. iii. Selects **sufficient** relevant details and examples to develop ideas.	i. Produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas. ii. Makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience. iii. Selects **extensive** relevant details and examples to develop ideas with **precision.**
D: Using Language	**1-2**	**3-4**	**5-6**	**7-8**
i. Use appropriate and varied vocabulary, sentence structures and forms of expression ii. Write and speak in a register and style that serve the context and intention iii. Use correct grammar, syntax and punctuation iv. Spell with accuracy	i. Uses a **limited** range of appropriate vocabulary and forms of expression ii. Writes and speaks in an **inappropriate** register and style that do not serve the context and intention iii. Uses grammar, syntax and punctuation with **limited** accuracy; errors often hinder communication iv. Spells/writeswith **limited** accuracy; errors often hinder communication	i. Uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **Sometimes** writes and speaks in a register and style that serve the context and intention iii. Uses grammar, syntax and punctuation with **some degree** of accuracy; errors sometimes hinder communication iv. Spells/write with **some degree** of accuracy; errors sometimes hinder communication.	i. Uses a **varied** range of appropriate vocabulary, sentence structures and forms of expression **competently** ii. Writes and speaks **competently** in a register and style that serve the context and intention iii. Uses grammar, syntax and punctuation with a **considerable** degree of accuracy; errors do not hinder effective communication iv. Spells/writes with a **considerable** degree of accuracy;errors do not hinder effective communication.	i. **Effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. Writes and speaks in a **consistently** appropriate register and style that serve the context and intention iii. Uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is effective iv. Spells/writes with a **high degree** of accuracy; errors are minor and communication is effective

Rubric: Generic

Criteria A: Analysing	1-2	3-4	5-6	7-8
i. Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Analyse the effects of the creator's choices on an audience. iii. Justify opinions and ideas, using examples, explanations and terminology. iv. Evaluate similarities and differences by connecting features across and within genres and texts.	i. Provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides **limited** analysis of the effects of the creator's choices on an audience. iii. **Rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology. iv. Evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.	i. Provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides **adequate** analysis of the effects of the creator's choices on an audience. iii. Justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some t**erminology. iv. Evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.	i. **Competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts. ii. **Competently** analyses the effects of the creator's choices on an audience. iii. **Sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology. iv. Evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.	i. Provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. ii. **Perceptively** analyses the effects of the creator's choices on an audience. iii. Gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology. iv. **Perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.
Criteria B: Organizing	**1-2**	**3-4**	**5-6**	**7-8**
i. Employ organizational structures that serve the context and intention. ii. Organize opinions and ideas in a sustained, coherent and logical manner. iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention.	i. Makes **minimal** use of organizational structures though these may not always serve the context and intention. ii. Organizes opinions and ideas with a **minimal degree of coherence and logic.** iii. Makes **minimal** use of referencing and formatting tools to create a presentation style that may **not always be suitable** to the context and intention.	i. Makes **adequate** use of organizational structures that serve the context and intention. ii. Organizes opinions and ideas with **some degree of coherence and logic.** iii. Makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	i. Makes **competent** use of organizational structures that serve the context and intention. ii. Organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other. iii. Makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	i. Makes **sophisticated** use of organizational structures that serve the context and intention **effectively.** ii. **Effectively** organizes opinions and ideas in a **sustained, coherent and logical** manner with ideas building on each other in a sophisticated way. iii. Makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.
C. Producing Text	**1-2**	**3-4**	**5-6**	**7-8**
i. Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. iii. Select relevant details and examples to develop ideas.	i. Produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination and sensitivity and **minimal** exploration of, and critical reflection on, new perspectives and ideas. ii. Makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience. iii. Selects **few** relevant details and examples to develop ideas.	i. Produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination and sensitivity and **some** exploration of, and critical reflection on, new perspectives and ideas. ii. Makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience. iii. Selects **some** relevant details and examples to develop ideas	i. Produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination and sensitivity and **substantial** exploration of, and critical reflection on, new perspectives and ideas. ii. Makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience. iii. Selects **sufficient** relevant details and examples to develop ideas.	i. Produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas. ii. Makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience. iii. Selects **extensive** relevant details and examples to develop ideas with **precision.**
D: Using Language	**1-2**	**3-4**	**5-6**	**7-8**
i. Use appropriate and varied vocabulary, sentence structures and forms of expression ii. Write and speak in a register and style that serve the context and intention iii. Use correct grammar, syntax and punctuation iv. Spell with accuracy	i. Uses a **limited** range of appropriate vocabulary and forms of expression ii. Writes and speaks in an **inappropriate** register and style that do not serve the context and intention iii. Uses grammar, syntax and punctuation with **limited** accuracy; errors often hinder communication iv. Spells/writeswith **limited** accuracy; errors often hinder communication	i. Uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **Sometimes** writes and speaks in a register and style that serve the context and intention iii. Uses grammar, syntax and punctuation with **some degree** of accuracy; errors sometimes hinder communication iv. Spells/write with **some degree** of accuracy; errors sometimes hinder communication.	i. Uses a **varied** range of appropriate vocabulary, sentence structures and forms of expression **competently** ii. Writes and speaks **competently** in a register and style that serve the context and intention iii. Uses grammar, syntax and punctuation with a **considerable** degree of accuracy; errors do not hinder effective communication iv. Spells/writes with a **considerable** degree of accuracy;errors do not hinder effective communication.	i. **Effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. Writes and speaks in a **consistently** appropriate register and style that serve the context and intention iii. Uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is effective iv. Spells/writes with a **high degree** of accuracy; errors are minor and communication is effective