

| SCORE                            | X 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                  | IDEAS and IMPRESSIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | PRESENTATION                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| FOCUS                            | <ul style="list-style-type: none"> <li>∞ the student's <b>exploration</b> of the <b>topic</b></li> <li>∞ the student's <b>ideas</b> and <b>reflection</b></li> <li>∞ <b>support</b> in relation to the student's ideas and impressions</li> </ul>                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>∞ <b>voice</b> in relation to the context created by the student in the chosen prose form</li> <li>∞ - stylistic choices (including quality and correctness of language and expression) and the student's creation of <b>tone</b></li> <li>∞ the student's development of a <b>unifying effect</b></li> </ul> <p><b>The proportion of error to the complexity and length of the response will be considered.</b></p> |
| <b>Excellent</b><br>(E = 5)      | The student's exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student's ideas and impressions.                                                                                                                                                                                                                                                                                                                                                                                               | The voice created by the student is convincing. Stylistic choices are precise and the student's creation of tone is adept. The unifying effect is skilfully developed.                                                                                                                                                                                                                                                                                      |
| <b>Proficient</b><br>(Pf = 4)    | The student's exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student's ideas and impressions.                                                                                                                                                                                                                                                                                                                                                                                                  | The voice created by the student is distinct. Stylistic choices are specific and the student's creation of tone is competent. The unifying effect is capably developed.                                                                                                                                                                                                                                                                                     |
| <b>Satisfactory</b><br>(S = 3)   | The student's exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student's ideas and impressions.                                                                                                                                                                                                                                                                                                                                                                                                | The voice created by the student is apparent. Stylistic choices are adequate and the student's creation of tone is conventional. The unifying effect is appropriately developed.                                                                                                                                                                                                                                                                            |
| <b>Limited</b><br>(L = 2)        | The student's exploration of the topic is vague. Perceptions and/or ideas are superficial and/or ambiguous. Support is imprecise and/or ineffectively related to the student's ideas and impressions.                                                                                                                                                                                                                                                                                                                                                                                   | The voice created by the student is indistinct. Stylistic choices are imprecise and the student's creation of tone is inconsistent. The unifying effect is inadequately developed.                                                                                                                                                                                                                                                                          |
| <b>Poor</b><br>(P = 1)           | The student's exploration of the topic is minimal. Perceptions and/or ideas are underdeveloped and/or irrelevant. Support is lacking and/or unrelated to the student's ideas and impressions.                                                                                                                                                                                                                                                                                                                                                                                           | The voice created by the student is obscure. Stylistic choices impede communication and the student's creation of tone is ineffective. A unifying effect is absent.                                                                                                                                                                                                                                                                                         |
| <b>Insufficient</b><br>(INS = 0) | <p><b>Insufficient (INS) is a special category. It is not an indicator of quality.</b> Insufficient will be assigned when</p> <ul style="list-style-type: none"> <li>• the student has responded using a form other than prose <b>OR</b></li> <li>• the student has written so little that it is not possible to assess Ideas and Impressions <b>OR</b></li> <li>• there is no evidence that the topic presented in the assignment has been addressed <b>OR</b></li> <li>• there is no connection between the text(s) provided in the assignment and the student's response.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |