

### Criterion A: Content

*This criterion refers to the student's ability to demonstrate: an awareness of the function of language A through critical and creative writing; an understanding of the works studied; and an effective response to literature.*

Level of Achievement	Descriptor
17-20	<ul style="list-style-type: none"><li>○ The student demonstrates a <b>perceptive</b> understanding of the relevant aspects of the topic or theme.</li><li>○ The work <b>consistently displays illustrative</b> detail, development and support.</li></ul>
13-16	<ul style="list-style-type: none"><li>○ The student demonstrates a <b>good</b> understanding of the relevant aspects of the topic or theme.</li><li>○ The work <b>displays substantial</b> detail, development and support.</li></ul>
9-12	<ul style="list-style-type: none"><li>○ The student demonstrates a <b>sufficient</b> understanding of the relevant aspects of the topic or theme.</li><li>○ The work <b>displays adequate</b> detail, development and support.</li></ul>
5-8	<ul style="list-style-type: none"><li>○ The student demonstrates a <b>limited</b> understanding of the relevant aspects of the topic or theme.</li><li>○ The work <b>displays insufficient</b> detail, development and support.</li></ul>
1-4	<ul style="list-style-type: none"><li>○ The student demonstrates <b>very limited</b> understanding of the topic or theme.</li><li>○ The work <b>lacks</b> detail, development and support.</li></ul>
0	<ul style="list-style-type: none"><li>○ The student does not reach a standard described by any of the descriptors given below.</li></ul>

### Criterion B: Organization

*This criterion covers the student's ability to: express ideas with clarity and coherence; structure arguments in a sustained and logical fashion; and support these arguments with relevant examples.*

Level of Achievement	Descriptor
9-10	<ul style="list-style-type: none"><li>○ The student's work is <b>consistently well organized, clear and coherent</b>, and arguments are presented in a perceptive and persuasive manner.</li><li>○ Paragraph structure and transitions <b>effectively develop and substantiate the ideas being expressed</b>.</li></ul>
7-8	<ul style="list-style-type: none"><li>○ The student's work is <b>usually well organized, clear and coherent</b>, and arguments are presented in a thoughtful, logical manner.</li><li>○ Paragraph structure and transitions <b>help to develop the ideas</b>.</li></ul>
5-6	<ul style="list-style-type: none"><li>○ The student's work is <b>basically organized, clear and coherent</b>, and arguments are presented in a logical manner.</li><li>○ Paragraph structure and transitions are <b>apparent</b>.</li></ul>
3-4	<ul style="list-style-type: none"><li>○ The student's work <b>shows the beginnings of organization</b>, but lacks significant logical order.</li><li>○ Paragraphs and transitions are <b>weak</b>.</li></ul>
1-2	<ul style="list-style-type: none"><li>○ The student's work is <b>generally disorganized</b> and confused, and arguments are not presented in a logical manner.</li><li>○ Paragraph structure and transitions are <b>very weak</b>.</li></ul>
0	The student does not reach a standard described by any of the descriptors given below.

### Criteria C: Style and Language Usage

*This criterion refers to the student's ability to use language for a variety of purposes, including description, analysis and persuasion. Appropriate register and language should be chosen, according to intention and audience.*

Level of Achievement	Descriptor
9–10	<ul style="list-style-type: none"><li>○ The student's use of vocabulary is <b>always appropriate</b> and <b>greatly varied</b> with <b>very infrequent</b> errors in spelling, pronunciation, punctuation and syntax.</li><li>○ The student has <b>mastered</b> the use of a register suitable to intention and audience.</li></ul>
7–8	<ul style="list-style-type: none"><li>○ The student's use of vocabulary is <b>appropriate</b> and <b>varied</b>.</li><li>○ <b>Occasional errors</b> in spelling, pronunciation, punctuation and syntax <b>rarely hinder</b> communication.</li><li>○ The student <b>consistently uses</b> a register suitable to intention and audience.</li></ul>
5–6	<ul style="list-style-type: none"><li>○ The student's use of vocabulary is <b>usually appropriate</b> and <b>generally varied</b>.</li><li>○ <b>Some errors</b> in spelling, pronunciation, punctuation and syntax <b>sometimes hinder</b> communication.</li><li>○ The student <b>often uses</b> a register suitable to intention and audience.</li></ul>
3–4	<ul style="list-style-type: none"><li>○ The student's use of vocabulary is <b>sometimes inappropriate</b> and <b>somewhat varied</b>.</li><li>○ <b>Regular errors</b> in spelling, pronunciation, punctuation and syntax <b>hinder</b> communication.</li><li>○ The student <b>attempts</b> to use a register suitable to intention and audience.</li></ul>
1–2	<ul style="list-style-type: none"><li>○ The student's use of vocabulary is <b>often inappropriate</b> and <b>limited</b>.</li><li>○ <b>Very frequent errors</b> in spelling, pronunciation, punctuation and syntax <b>persistently hinder</b> communication.</li><li>○ <b>Little attempt</b> has been made to use a register suitable to the intention and audience.</li></ul>
0	The student does not reach a standard described by any of the descriptors given below.