

Candidate identifier		Capable 26			
Criterion	A	B	C	D	Total
Level awarded	7	6	7	6	26

Criterion A: Comprehending spoken and visual text	Explanatory commentary: what in this work characterizes it at the achievement level?	Level by strand
	<p>Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?</p>	
Strand i: construct meaning and draw conclusions from information, main ideas and supporting details	(Questions 1-7) The student constructed extensive meaning and drew conclusions from information, main ideas and supporting details.	7-8
Strand ii: interpret conventions	(Questions 8-10) The student interpreted conventions.	7-8
Strand iii: engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions	(Questions 11-13) The student engaged considerably with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	5-6
Overall criterion level	<p>7</p> <p>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</p> <p>Best fit: The student showed thorough understanding of the content, context and concepts of the text as a whole.</p>	

Criterion B: Comprehending written and visual text	Explanatory commentary: what in this work characterizes it at the achievement level? Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions	(Questions 1-7) The student constructed extensive meaning by identifying stated and implied information, main ideas and supporting details, and drew conclusions.	(7-8)
Strand ii: interpret basic conventions including aspects of format and style, and author’s purpose for writing	(Questions 8-10) The student interpreted most basic conventions including aspects of format and style, and author’s purpose for writing.	(5-6)
Strand iii: engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions	(Questions 11-13) The student engaged adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	(3-4)
Overall criterion level	6	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”? As the answers to questions 12 and 13 were missing, the band level for strand iii was based on the evidence found in the response to question 11. The best fit: The student showed considerable understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken and/or written and/or visual text	Explanatory commentary: what in this work characterizes it at the achievement level? Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: respond appropriately to spoken and/or written and/or visual text	Oral The student responded in detail and appropriately to spoken and/or written and/or visual text. Writing The student responded appropriately to spoken and/or written and/or visual text.	Oral (7-8) Writing (5-6)
Strand ii: engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	Oral The student engaged considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance. Writing The student engaged considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance.	Oral (5-6) Writing (5-6)
Strand iii: express ideas and feelings, and communicate information in simple and complex texts	Oral The student effectively expressed a wide range of ideas and feelings, and communicated information in simple and complex texts; ideas were relevant and developed , and opinions were supported by examples and illustrations.	Oral (7-8)

		<p>Writing The student expressed ideas and feelings, and communicated information in simple and complex texts; ideas were relevant and detailed.</p>	<p>Writing (5-6)</p>
<p>Strand iv: communicate with a sense of audience and purpose.</p>		<p>Oral The student communicated with an excellent sense of audience and purpose.</p> <p>Writing The student communicated with a considerable sense of audience and purpose.</p>	<p>Oral (7-8)</p> <p>Writing (5-6)</p>
<p>Overall criterion level</p>	<p>Oral 7 Writing 6 Overall: 7</p>	<p>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</p> <p>Best fit: 7</p>	

These materials are produced to exemplify marking standards and are for in-school use only.

Criterion D: Using language in spoken and/or written form	Explanatory commentary: what in this work characterizes it at the achievement level? Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	Oral The student spoke effectively using a range of vocabulary, grammatical structures and conventions accurately . Occasional errors did not interfere with communication . He used clear pronunciation and excellent intonation, making communication easy. Writing The student wrote using a range of vocabulary, grammatical structures and conventions, with some inappropriate choices .	Oral (7-8) Writing (3-4)
Strand ii: organize information and ideas into a structured text; use a wide range of cohesive devices	Oral The student organized information and ideas well , and used a limited range of cohesive devices accurately . Writing The student organized information and ideas well , and used a limited range of cohesive devices accurately .	Oral (5-6) Writing (5-6)
Strand iii: use language to suit the context	Oral The student used language effectively to suit the context. Writing: The student usually used language to suit the context.	Oral (7-8) Writing (5-6)
Overall criterion level	Oral 7 Writing 5 Best fit 6	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”? Best fit: 6