

	Level 1	Level 2	Level 3	Level 4	Level 5
Criterion A: Understanding and interpretation - To what extent does the response show an understanding of the text and make inferences from it? - To what extent are interpretations supported by references?	The response shows little knowledge and understanding of the text. Interpretations are rarely supported by references to the text.	The response shows some knowledge and understanding of the text. Interpretations are sometimes supported by references to the text.	The response shows adequate knowledge and understanding of the text. Interpretations are generally supported by references to the text.	The response shows good knowledge and understanding of the text. Interpretations are frequently supported by appropriate references to the text.	The response shows a perceptive knowledge and understanding of the text. Interpretations are effectively supported by convincing references to the text.
Criterion B: Analysis and evaluation To what extent does the response show analysis and evaluation of how the author uses stylistic and structural features to shape meaning?	The response shows little analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows some analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows adequate analysis of how the author uses stylistic and structural features to shape meaning.	The response shows good analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows insightful analysis and evaluation of how the author uses stylistic and structural features to shape meaning.
Criterion C: Coherence, focus and organisation To what extent does the response show coherence, focus and organisation?	The response shows little coherence, focus and organisation.	The response shows some coherence, focus and organisation.	The response shows adequate coherence, focus and organisation.	The response shows good coherence, focus and organisation.	The response shows effective coherence, focus and organisation.
Criterion D: Language To what extent is the student's use of vocabulary, tone, syntax, style and use of terminology accurate, varied and effective?	The student's use of vocabulary, tone, syntax, style and terminology is rarely accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is sometimes accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is generally accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is frequently accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is convincingly accurate, varied and effective.

New Curriculum Criterion English Learnin

Sabine Zange



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