

Language A, assessment criteria

Criterion A: Content

Maximum 10

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. Note: Certain elements within each descriptor apply to specific types of writing. Teachers should use only the relevant elements of the descriptors when assessing different types of work.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student demonstrates very limited understanding of the topic or theme. The work lacks detail, development and support. Creative pieces do not reflect imagination and sensitivity. The student's response to literature demonstrates little or no awareness of the author's intention or techniques.
3-4	The student demonstrates a limited understanding of the relevant aspects of the topic or theme. The work displays insufficient detail, development and support. Creative pieces reflect limited imagination and sensitivity. The student's response to literature sometimes demonstrates an awareness of the author's intention and techniques.
5-6	The student demonstrates a sufficient understanding of the relevant aspects of the topic or theme. The work displays adequate detail, development and support. Creative pieces reflect a degree of imagination and sensitivity. The student's response to literature demonstrates an awareness of the author's intention and techniques.
7-8	The student demonstrates a good understanding of the relevant aspects of the topic or theme. The work displays substantial detail, development and support. Creative pieces reflect substantial imagination and sensitivity. The student's response to literature demonstrates a good appreciation of the author's intention and techniques.
9-10	The student demonstrates a perceptive understanding of the relevant aspects of the topic or theme. The work consistently displays illustrative detail, development and support. Creative pieces reflect a high degree of

	imagination and sensitivity. The student's response to literature demonstrates a sophisticated analysis of the author's intention and techniques.
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Criterion B: Organization

Maximum 10

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
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student's work is generally disorganized and confused, and arguments are not presented in a logical manner. Paragraph structure and transitions are very weak . When such devices are required, no attention is paid to critical apparatus.
3-4	The student's work shows the beginnings of organization , but lacks significant logical order. Paragraphs and transitions are weak . When such devices are required, little attention is paid to critical apparatus.
5-6	The student's work is basically organized, clear and coherent , and arguments are presented in a logical manner. Paragraph structure and transitions are apparent . When such devices are required, some attention is paid to critical apparatus.
7-8	The student's work is usually well organized, clear and coherent , and arguments are presented in a thoughtful, logical manner. Paragraph structure and transitions help to develop the ideas . When such devices are required, sufficient attention is paid to critical apparatus.
9-10	The student's work is consistently well organized, clear and coherent , and arguments are presented in a perceptive and persuasive manner. Paragraph structure and transitions effectively develop and substantiate the ideas being expressed . When such devices are required, critical conventions and apparatus are used in a sophisticated manner .

Criterion C: Style and Language Usage

Maximum 10

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
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student's use of vocabulary is often inappropriate and limited . Very frequent errors in spelling, pronunciation, punctuation and syntax persistently hinder communication. Little attempt has been made to use a register suitable to the intention and audience.
3-4	The student's use of vocabulary is sometimes inappropriate and somewhat varied . Regular errors in spelling, pronunciation, punctuation and syntax hinder communication. The student attempts to use a register suitable to intention and audience.
5-6	The student's use of vocabulary is usually appropriate and generally varied . Some errors in spelling, pronunciation, punctuation and syntax sometimes hinder communication. The student often uses a register suitable to intention and audience.
7-8	The student's use of vocabulary is appropriate and varied . Occasional errors in spelling, pronunciation, punctuation and syntax rarely hinder communication. The student consistently uses a register suitable to intention and audience.
9-10	The student's use of vocabulary is always appropriate and greatly varied with very infrequent errors in spelling, pronunciation, punctuation and syntax. The student has mastered the use of a register suitable to intention and audience.

AIMS

The aims of the teaching and study of language A are to encourage and enable the student to:

- use the language as a vehicle for thought, creativity, reflection, learning and self-expression
- use language as a tool for personal growth, social interaction and for developing relationships within the international community

- comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works
- explore the many facets of the language through the use of media and information technology
- develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts
- respond appropriately to a variety of texts
- read widely to promote a lifelong interest in language and literature
- develop a critical and creative approach to studying and analysing literature
- develop language skills through interdisciplinary work
- consider the role of literature both culturally and historically
- reflect on the learning process in various ways and at various stages
- empathize with real people and fictional characters as and when appropriate.

OBJECTIVES

The objectives of language A deal with both language and literature. At the end of the course students should be able to:

- understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing
- demonstrate a critical awareness of a range of written and visual texts
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- compare texts and connect themes to show similarities or differences across genres
- express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently
- understand connotations within a language in order to interpret the author's or speaker's intentions
- express ideas with clarity and coherence in both oral and written communication
- structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- distinguish the main ideas in a text from the secondary ideas
- use and understand an appropriate and varied range of vocabulary and idiom
- use correct grammar with appropriate and varied sentence structure
- show awareness of the need for an effective choice of register suited to the audience in both oral and written communication.