ORAL RUBRIC YEAR 9 SEMESTER 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5.75 | 5.5 | 5.25 | 5.20 | 4.75 |
| **Structure**  (Introduction, Body,  Conclusion) | Structure appropriate to the form with a systematic selection of techniques that build to a conclusion 5 | Structure appropriate to the form with an effective selection of techniques that build to a conclusion  4 | Structure appropriate to the form which compares ideas and develops conclusions  3 | Structure appropriate to the form which shows an understanding of purpose and audience  2 | Structure includes imaginative ordering of ideas |
| **Delivery**  (Pace, volume, pronunciation, eye-contact, body language) | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used. 10, 9 | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used. 8, 7 | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used. 6,5 | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used. 4,3 | Summarises key ideas. Uses figurative language / anecdotes / emotive language, etc.  2, 1 |
| **Content**  (Research, originality) | Students are required to formally present a ‘point of view’ with a logical flow of argument / evidence. Awareness of and discussion on opposing view points. They must draw conclusions 15, 14, 13 | Identifies issue within a topic. Effectively explores, using persuasive techniques, at least two arguments with at least three pieces of supporting detail and evidence. Draws conclusions 12, 11, 10 | Identifies issue within a topic. Effectively explores at least two arguments with at least two pieces of supporting detail and evidence. Draws conclusions  9, 8, 7 | Identifies issue within a topic. Presents at least one argument with at least two pieces of supporting detail and evidence  6, 5, 4 | Includes anecdotes, humour or emotive language.  Provides evidence  3, 2, 1 |
| **Presentation Aids**  (Cue-cards, Props, pictures, ICT) | Appropriate use of presentation aids, including correct use of cue cards (notes) and visual texts 5 | Appropriate use of presentation aids, including correct use of cue cards (notes) and / or visual texts 4 | Appropriate use of presentation aids, including correct use of cue cards (notes) and / or visual texts 4 | Appropriate use of presentation aids, including correct use of cue cards (notes)  4 | Uses ‘graphic organisers’  (Graphs, Charts, etc…)  1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5.75 | 5.5 | 5.25 | 5.0 | 4.75 |
| **Audience Interaction**  (Interest, engagement, understanding of audience) | Responds to student questions, justifies their answers and draws conclusions  **May** make the audience a part of their presentation – demonstrate perspectives (ask questions-challenge them) 10, 9 | Responds to student questions, justifies their answers and draws conclusions  8, 7 | Responds to student questions, justifies their answers and draws conclusions  6, 5 | Students respond to clarifying questions from audience  4, 3 | Varies presentation to suit the audience and purpose  2, 1 |
| **Timing** | Effective use of timing  (5 – 7 minutes)  5 | Effective use of timing  (4 – 5 minutes)  4 | Effective use of timing  (4 – 5 minutes)  3 | Effective use of timing  (3 – 5 minutes)  2 | Appropriate timing  (>3 minutes)  1 |
| **50 - 46**  Well above | 45 – 36  Above | 35 – 26  At | 25 – 16  Below | 15 – 9  Well below | 1 – 6  Resubmit |

ORAL RUBRIC YEAR 9 SEMESTER 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 6.00 | 5.75 | 5.5 | 5.25 | 5.0 |
| **Structure**  (Introduction, Body,  Conclusion) | Effective use of structure to reach conclusions that consider different aspects of the issue  5 | Structure appropriate to the form with a systematic selection of techniques that build to a conclusion 4 | Structure appropriate to the form with an effective selection of techniques that build to a conclusion. 3 | Structure appropriate to the form which compares ideas and develops conclusions  2 | Structure appropriate to the form which shows an understanding of purpose and audience  1 |
| **Delivery**  (Pace, volume, pronunciation, eye-contact, body language) | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used 10, 9 | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used 8, 7 | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used 6, 5 | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used 4, 3 | Effective Delivery – all appropriate techniques for the form (eg. debate, role play, persona) should be used 2, 1 |
| **Content**  (Research, originality) | Students are required to formally present a ‘point of view’ with a logical flow of argument / evidence.  Awareness of and discussion on opposing view points. They must draw conclusions.  15, 14, 13 | Students are required to formally present a ‘point of view’ with a logical flow of argument / evidence.  Awareness of and discussion on opposing view points. They must draw conclusions.  12, 11, 10 | Identifies issue within a topic. Effectively explores, using persuasive techniques, at least two arguments with at least three pieces of supporting detail and evidence. Draws conclusions  9, 8, 7 | Identifies issue within a topic. Effectively explores at least two arguments with at least two pieces of supporting detail and evidence. Draws conclusion  6, 5, 4 | Identifies issue wihing a topic. Presents at least one argument with at least two pieces of supporting detail and evidence.  3, 2, 1 |
| **Presentation Aids**  (Cue-cards, Props, pictures, ICT) | Effectively combines spoken and visual texts in presentation  5 | Appropriate use of presentation aids, including correct use of cue cards (notes) and / or visual texts  4 | Appropriate use of presentation aids, including correct use of cue cards (notes) and / or visual texts  3 | Appropriate use of presentation aids, including correct use of cue cards (notes) and / or visual texts  2 | Use of presentation aids, including correct use of cue cards (notes)  1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 6.00 | 5.75 | 5.5 | 5.25 | 5.0 |
| **Audience Interaction**  (Interest, engagement, understanding of audience) | Responds to student questions, justifies their answers and draws conclusions  **May** make the audience a part of their presentation – demonstrate perspectives (ask questions-challenge them) 10, 9 | Responds to student questions, justifies their answers and draws conclusions  **May** make the audience a part of their presentation – demonstrate perspectives (ask questions-challenge them) 8, 7 | Responds to student questions, justifies their answers and draws conclusions  6, 5 | Respond to student questions and draws conclusions  4, 3 | Student respond to clarifying questions from audience  2, 1 |
| **Timing** | Effective use of timing  (5 – 7 minutes)  5 | Effective use of timing  (5 – 7 minutes)  4 | Effective use of timing  (4 – 5 minutes)  3 | Effective use of timing  (4 – 5 minutes)  2 | Appropriate timing  (3-5 minutes)  1 |
| **50 - 46**  Well above | 45 – 36  Above | 35 – 26  At | 25 – 16  Below | 15 – 9  Well below | 1 – 6  Resubmit |

PERSUASIVE PIECE YEAR 9 SEMESTER 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Thought / Content / Knowledge (12 Marks) | VH  12, 11,10 | H  9, 8, 7 | M  6, 5, 4 | L  3, 2, 1 | NS  0 |
| * Understanding of the issue, (read, discuss a range of text types…) * Identify the key arguments (read identification of key issues) * Understanding the key arguments (explore different perspectives) * Ability to develop a contention and support it with evidence (argue a particular p.o.v.) |  |  |  |  |  |
| Structure (8 Marks) | 8, 7 | 6, 5 | 4, 3 | 2, 1 | 0 |
| * The appropriate structural form has been used. (sentences forms appropriate   – eg. letter to the editor)   * Appropriate word length has been met. * Paragraphs were individually structured and linked. * Logical development of ideas (a clear position …) |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Language (6 Marks) | 6 | 5, 4 | 3, 2 | 1 | 0 |
| * Accurately used punctuation, grammar and spelling * Uses vocabulary appropriately for the form (language techniques to argue) * Piece was clear and fluent (students write expressively) |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategies (4 Marks) | 4 | 3 | 2 | 1 | 0 |
| * Demonstrates appropriate planning skills (…) * Improves piece by at least one re-draft by taking on teacher suggestions, editing, adding new ideas, checking for relevance and improving sequencing (prioritising and sequencing) |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | |  |  |  | |  |  |
| Very High  30 - 25 | High  24 - 19 | Medium  18 - 13 | Low  12 - 8 | | | | Resubmit  Under 8 | | |

PERSUASIVE PIECE YEAR 9 SEMESTER 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Thought / Content / Knowledge (12 Marks) | VH  12, 11,10 | H  9, 8, 7 | M  6, 5, 4 | L  3, 2, 1 | NS  0 |
| * Understanding of the issue, (read, discuss a range of text types…) * Identify the key arguments (R: Comparing and evaluating main and sub-ordinate ideas) * Develop a contention and support it with arguments (… identification of key issues) * Understanding how arguments support a contention (… explore different perspectives) |  |  |  |  |  |
| Structure (8 Marks) | 8, 7 | 6, 5 | 4, 3 | 2, 1 | 0 |
| * The appropriate structural form has been used. (sentences forms appropriate   – eg. letter to the editor)   * Paragraphs were individually structured and linked. (Clarity and coherence …) * Includes a rebuttal paragraph. (… integrate complex ideas and multiple perspectives…) * Appropriate word length has been met. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Language (6 Marks) | 6 | 5, 4 | 3, 2 | 1 | 0 |
| * Accurately used punctuation, grammar and spelling * Uses vocabulary appropriately for the form (… argue decisively for a … point of view…) * Piece was clear and fluent (…students write expressively…) |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| Strategies (4 Marks) | 4 | 3 | 2 | 1 | 0 |
| * Demonstrates appropriate planning skills (…) * Reflects on drafts to improve their writing. (…reflect upon and evaluate how… position the readers) * Improves piece by at least one re-draft by taking on teacher suggestions, editing, adding new ideas, checking for relevance and improving sequencing |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | |  |  |  |  |  |
| Very High  30 - 25 | High  24 - 19 | Medium  18 - 13 | Low  12 - 8 | | | | Resubmit  Under 8 | |

TEXT RESPONSE ESSAY YEAR 9 SEMESTER 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Thought / Content / Knowledge (10 Marks) | VH  10, 9 | H  8, 7, 6 | M  5, 4, 3 | L  2, 1 | NS  0 |
| * Understanding of the task or topic question. (Use comprehension strategies …) * Understanding of the key themes in the text. (Use literal, inferential … themes …) * Explore complexities of the topic. (Explore different perspectives … Use writing to explore a complex…) * Effective use of examples / evidence |  |  |  |  |  |
| Structure (8 Marks) | 8 | 7, 6 | 5, 4, 3 | 2, 1 | 0 |
| * The appropriate structure has been used. (Introduction, Body, Conclusion)   (Organised ideas …)   * Paragraphs were individually structured (TEEL) and linked. (Prioritising and sequencing …) * Appropriate word length has been met. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Language (6 Marks) | 6 | 5, 4 | 3, 2 | 1 | 0 |
| * Accurately used punctuation, grammar and spelling (… sentence forms …) * Uses vocabulary appropriately for form, context and audience   (Use of vocabulary and sentence forms …)   * Piece was well expressed, clear and fluent (Writes expressively) |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Strategies (4 Marks) | 6 | 5, 4 | 3, 2 | 1 | 0 | |
| * Demonstrates appropriate planning skills (The writing shows evidence of planning …) * Drafts essays with a specific audience in mind (… editing for audience appropriateness …) * Improves essay by at least one re-draft by adding new ideas, checking for relevance and improving sequencing (Show evidence of writing strategies including …) |  |  |  |  | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | |  |  |  | |  |  |
| Very High  30 – 26  Well above standard | High  25 – 19  Above standard | Medium  18 – 10  At standard | Low  9 – 6  Below standard | | | | Resubmit  Under 5  Well below standard? | | |

TEXT RESPONSE ESSAY YEAR 9 SEMESTER 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Thought / Content / Knowledge (10 Marks) | VH  10, 9 | H  8, 7, 6 | M  5, 4, 3 | L  2, 1 | NS  0 |
| * Understanding of the task or topic question. (argue, decisively) * Understanding of the key themes in the text. (addressing challenging issues) * Explore complexities of the topic. (integrate complex ideas ) * Effective use of examples / evidence |  |  |  |  |  |
| Structure (8 Marks) | 8 | 7, 6 | 5, 4, 3 | 2, 1 | 0 |
| * The appropriate structure has been used. (Introduction, Body, Conclusion) * Paragraphs were individually structured (TEEL / SEER) and linked. * Appropriate word length has been met. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Language (6 Marks) | 6 | 5, 4 | 3, 2 | 1 | 0 |
| * Accurately used punctuation, grammar and spelling (relevant text structures and features * Uses vocabulary appropriately for form, context and audience * Piece was well expressed, clear and fluent (coherence and clarity) |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategies (4 Marks) | 6 | 5, 4 | 3, 2 | 1 | 0 |
| * Demonstrates appropriate planning skills * Drafts essays with a specific audience in mind * Improves essay by at least one re-draft by editing, adding new ideas, checking for relevance and improving sequencing. (consistency of style) * Completed student self assessment (evaluate and reflect) |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | |  |  |  | |  |  |
| Very High  30 – 26  Well above standard | High  25 – 19  Above standard | Medium  18 – 10  At standard | Low  9 – 6  Below standard | | | | Resubmit  Under 5  Well below standard? | | |

## Essay Writing Goal Sheet

Self Assessment Criteria Sheet Topic …

In the spaces below write down what you are hoping to achieve in each of the sections of your written piece.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Above  level | At  level | Below  level |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

AFTER THE TASK: AREAS TO WORK ON …

## Student Self-Assessment

## Instructions**:**

## In the space provided, please evaluate yourself, using a scale of 1 (low) to 5 (high):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Low****1** | **2** | **3** | **4** | **High****5** |
| **What I have accomplished?** |
| I have turned up to class on time |  |  |  |  |  |
| I have met the deadlines that I set for myself |  |  |  |  |  |
| I have produced the task that was asked of me by the due date |  |  |  |  |  |
| I have made helpful suggestions when my classmates have asked me a question |  |  |  |  |  |
| I have made an effort to get along with my classmates and to share what I know |  |  |  |  |  |
| I have encouraged quiet class members to participate in discussions |  |  |  |  |  |
| I have asked questions whenever I did not understand something |  |  |  |  |  |
| I have been a careful listener |  |  |  |  |  |
| I have shown perseverance whenever I found this task to be difficult |  |  |  |  |  |
| I have found information from various sources, including the teacher, classmates, the library and internet |  |  |  |  |  |
| I have shown that I have interest in and knowledge of the topic |  |  |  |  |  |
| I have been confident when working independently |  |  |  |  |  |

## 50 – 60 Excellent

## 40 – 50 Very Good

## 30 – 40 Good

## 20 – 30 Satisfactory

## Under 20 Unsatisfactory

## Comments:

## Year 9 (Level 6) Assessment Rubric Multi literacies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain – Dimension | High | Medium | Low | N/S |
| **Personal Learning –****Managing Personal Learning**At level 6, students initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them. Students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete task, including learner-directed projects, within set time frames. They initiate and negotiate a range of independent activities with their teachers, providing progress and summarise reports for teachers and stake holders. They monitor and evaluate the effectiveness of their tasks and resource management skills, reflecting on their progress and suggesting and implementing appropriate management strategies for improvement. They take responsibility for their learning environment, both at school and at home, anticipating the consequences of their actions. They demonstrate control of impulses and mood modulation students review and modify the criteria they use to check their work is relevant, accurate and meet tasks objectives and make appropriate changes to complete the task using these criteria’s. They identify and define the strategies they use to study, organise and revise their work, both at school and at home. | Student allocated appropriate time and identified with and used appropriate resources to manage and complete task within a set timeframe.Student took full responsibility for their learning, both at school and at home, anticipating consequences | Student allocated some time and identified with and used appropriate resources to manage and complete task within a set timeframe.Student took some responsibility for their learning, both at school and at home, anticipating consequences. | Student misused time and only identified with and used some resources. They did not manager and complete task within a set timeframe.Student took little responsibility for their learning, both at school and at home, ignoring consequences. | Student did not manage to complete the task.No responsibility for learning at school or at home was shown. |
| Domain – Dimension | High | Medium | Low | N/S |
| At level 6, students read, view, analyse, critic, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts and synthesize information from different texts to draw conclusion. | Student read, reflected upon and explored a personal issue of significance to their life.Effectively synthesised information from different texts (images, words, sentences, sound …) to draw conclusion (s) | Student read explored a personal issue of significance to their own life.Used information from different texts (images, words, sentences, sound …) to draw conclusion(s) | Student explored a personal issue of significance to their own life.Used information from different texts, (images, words, sentences, sound …) to draw conclusion(s) | Student explored an issue that had no significance to their own life.Information was only drawn from one text and no conclusions were reached. |
| At level 6, students write sustained and cohesive narratives that experiment with different techniques and show attention to chronology characterisation, consistent point of view and development of a resolution. They write persuasive texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives of complex themes and issues. They select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people, characters, events, ideas and information. They compose a range of other texts, such as feature articles, web pages, and work place texts. They plan and deliver presentations, sequencing and organising complex | Student planned and delivered a presentation that demonstrated a sequence of complex ideas.The composed text, Photostory / PowerPoint used a range of techniques to try to position the audience to appreciate a particular view. | Students planned and delivered a presentation that demonstrated a sequence of ideas.The composed text, Photostory / PowerPoint, used some techniques to try to position the audience to appreciate a particular view. | Student planned and delivered a presentation that demonstrated some ideas.The composed text, Photostory / PowerPoint used very few techniques to try to position the audience ot appreciate a particular view. | Student delivered a presentation that was unplanned and demonstrated few ideas of relevance to the topic.The format used no techniques to position the audience to any particular view. |

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| --- | --- | --- | --- | --- |
| Domain – Dimension | High | Medium | Low | N/S |
| ideas. They write accurately punctuated, grammatically sound and complex sentences with imbedded clause and phrases. They are able to maximise the effects of rhythm and tone and write with developing fluency. They proofread and edit their own writing for accuracy, consistency and clarity. |  |  |  |  |
| **ICT for Visualising Thinking** Al level 6, students use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding. They use visualising thinking tools and apply ICT techniques to support casual reasoning and to model and describe the dynamic relationship between variable and constant date to test hypothesis. Students are efficient and effective in their use of appropriate ICT tools and editing techniques in assisting in visualising thinking. When solving problems, student discriminate between such tools and strategies based on their suitability in new situations. | Student used a wide range of ICT tools (PCs, memory sticks, OH projector, speakers, variety of applications) and data types (doc ,jpeg, wav, mp3 …) to visualise their thinking strategies in developing new understandings.Student was efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking | Student used some ICT tools (PCs memory sticks, OH projector, speakers, variety of applications) and data types (doc, jpeg, wav, mp3 …) to visualise their thinking strategies in developing now understandings.Student was partly efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking | Student used a limited range of ICT tools (PCs memory sticks, OH projector, speakers, variety of applications) and data types (doc, jpeg, wav, mp3 …) to visualise their thinking strategies in developing new understandings.Students was not very efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking | Student did not attempt to use any ICT tools to visualise their thinking strategies. |
| **Communicating – Presenting**At level 6, students demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject – specific language and conventions in accordance with the purpose of their presentation to communicate complex. | Student demonstrated their understanding of a theme as selected from the novel (Wiseman’s Cove) using five images, text and music.The presentation clearly shows the relationship between form (a particular way an idea exists), content (information made available by the passage) and mode (the way in which the experience was presented). | Student demonstrated their understanding of a theme as selected from the novel (Wiseman’s Cove) using five images and text.The presentation shows the relationship between form (a particular way an idea exists), content (information made available by the passage) and mode (the way in which the experience was presente | Student demonstrated their understanding of a theme as selected from the novel (Wiseman’s Cove) using five images.The presentation shows the relationship between form (a particular way an idea exists), content (information made available by the passage) and mode (the way in which the experience was presented).Was able to use only | Student did not demonstrate an understanding of a selected theme from the novel.The presentation showed no relationship between form, content and mode.Metaphors or symbols |
| Domain – Dimension | High | Medium | Low | N/S |
| information | Was able to communicate to an audience through the use of metaphors and symbols.They organised their information, ideas and opinions into a coherent structure, selected and adjusted their mode of presentation to suit the purpose and audience…Used Photostory or PowerPoint to communicated | Was able to communicate to an audience through the use of metaphors and symbols.Information, ideas and opinions were organised into a logical structure and the selection of images suited the mode of presentation. | one technique: symbols or metaphors to communicate.Information, ideas and opinions were not organised logically and not all images suited the mode and / or purpose of the presentation. | were not used to communicate to an audience.Information was minimal, ideas and opinions were not developed or organised into a structure suited to presentation and audience. |

|  |  |  |  |
| --- | --- | --- | --- |
| VICTORIAN ESSENTIAL LEARNING STANDARDS: ENGLISH STANDARDS | | | |
| Level | Reading | Writing | Speaking & Listening |
| 6 | At Level 6, students read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts and synthesise information from different texts to draw conclusions. | At Level 6, students write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution. They write persuasive texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues. They select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people, characters, events, ideas and information. They compose a range of other texts, such as feature articles, webpage’s and workplace texts. They plan and deliver presentations, sequencing and organising complex ideas. They write accurately punctuated, grammatically sound and complex sentences with embedded clauses and phrases. They are able to maximise the effects of rhythm and tone, and write with developing fluency. They proofread and edit their own writing for accuracy, consistency and clarity. | At Level 6, students analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations. Whgen engaged in discussion, they compare ideas, build on others’ ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations, they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.  They draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest our audiences. |

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