

## WRITING: The Expository Essay

	Content and Context: Generic Schedule	Level Indicators
<b>E</b> <b>E+</b> [1-2]	Incorporates straightforward messages in the production of a text. Has a limited sense of the text's intended audience and purpose. Some evidence of a developing viewpoint.	<ul style="list-style-type: none"> <li>• Has some unorganised ideas related to the <b>topic</b></li> <li>• <b>Evidence</b> is sketchy or derivative</li> <li>• A weak sense of <b>audience</b> and <b>purpose</b></li> </ul>
<b>D</b> <b>D+</b> [3-4]	Incorporates a number of linked ideas in the production of a text, especially at the paragraph level. Has a sense of the text's intended audience and purpose or purposes. Indicates a viewpoint.	<ul style="list-style-type: none"> <li>• Has a number of <b>statements</b> supporting a <b>case</b></li> <li>• Rather weak connectedness between <b>statements</b></li> <li>• Some relevant <b>supporting evidence</b> provided</li> <li>• A limited sense of <b>audience</b> and <b>context</b></li> </ul>
<b>C</b> <b>C+</b> [5-6]	Incorporates and develops with some coherence a number of main and subordinated ideas in the production of a text. Shapes the purpose of the text to a sense of the intended audience. As part of a developed personal viewpoint, has some awareness of contextual factors affecting the impact on readers of the text produced.	<ul style="list-style-type: none"> <li>• Contains a number of <b>statements</b> showing some <b>evidence</b> of having been organised to form a <b>case</b></li> <li>• An ability to handle <b>concepts</b></li> <li>• Shows care in providing relevant <b>evidence</b></li> <li>• Recognises other <b>viewpoints</b> on the <b>topic</b></li> <li>• A clear sense of <b>audience</b> and <b>context</b></li> </ul>
<b>B</b> <b>B+</b> [7-8]	Incorporates and develops coherently and in a controlled and deliberate way a number of main and subordinated ideas in the production of a text. Consciously shapes the purpose of the text to a sense of its intended audience. As part of a clear personal viewpoint, has an awareness of contextual factors affecting the impact on readers of the text produced.	<ul style="list-style-type: none"> <li>• <b>Statements</b> are carefully shaped to form a <b>case</b></li> <li>• <b>Concepts</b> are handled with confidence</li> <li>• Questions of <b>definition</b> are addressed</li> <li>• <b>Evidence</b> is relevant, reasoned and researched</li> <li>• Other <b>viewpoints</b> are addressed</li> <li>• The <b>argument</b> is tailored to an <b>audience</b> and <b>context</b></li> </ul>
<b>A</b> <b>A+</b> [9-10]	Incorporates and develops with flair, imagination and coherence, a number of main and subordinated ideas in the production of a text. Has a clear set of purposes and a perceptive knowledge of the intended audience which is used to position them in a deliberate way. Has a clearly articulated viewpoint and a critical awareness of contextual factors affecting the impact on readers of the text produced.	<ul style="list-style-type: none"> <li>• <b>Statements</b> are organised to build up a convincing and arresting <b>case</b></li> <li>• <b>Concepts</b> are used in a confident yet critical way</li> <li>• <b>Evidence</b> is pointed, well selected, logically reasoned and carefully researched</li> <li>• In addressing both <b>audience</b> and <b>context</b>, the writer clearly sees their own <b>position</b> as one among many</li> </ul>
	Conventions of Language: Generic Schedule	Level Indicators
<b>E</b> <b>E+</b> [1-2]	Can employ some language features (layout, structure, punctuation, diction and syntax) in a straightforward way. Has a limited sense of how these features function in terms of the chosen genre.	<ul style="list-style-type: none"> <li>• The <b>introduction</b> is either skimpy or non-existent</li> <li>• Poor <b>paragraphing</b> means that <b>points</b> tend to get lost</li> <li>• <b>Vocabulary</b> is limited and use of <b>concepts</b> unsure</li> <li>• A limited number of appropriate <b>sentence shapes</b></li> <li>• Tends to peter out without a <b>conclusion</b></li> <li>• Frequent <b>mechanical errors</b></li> </ul>
<b>D</b> <b>D+</b> [3-4]	Can employ a range of features (layout, structure, punctuation, diction and syntax) in ways that are appropriate to their function in the chosen genre.	<ul style="list-style-type: none"> <li>• Uses an <b>introduction</b> to focus reader attention</li> <li>• Has clearly marked <b>paragraphs</b> which generally deal with and develop a single <b>topic</b></li> <li>• Has a sound <b>vocabulary</b> and uses relevant <b>concepts</b></li> <li>• Makes <b>links</b> in <b>complex sentences</b> appropriately</li> <li>• Attempts a <b>conclusion</b></li> <li>• A number of <b>mechanical errors</b></li> </ul>
<b>C</b> <b>C+</b> [5-6]	Can deliberately and in a controlled way employ a range of features (layout, structure, punctuation, diction and syntax) in ways that are clearly appropriate to their function in the chosen genre.	<ul style="list-style-type: none"> <li>• <b>Introduction</b> sets scene, gains attention and introduces and <b>defines</b> the <b>topic</b>. Has a clear, relevant <b>conclusion</b></li> <li>• Has clearly marked coherent <b>paragraphing</b></li> <li>• Draws on a good range of <b>concrete</b> and <b>abstract diction</b></li> <li>• Has a range of appropriate <b>sentence structures</b></li> <li>• Occasional <b>mechanical errors</b></li> </ul>
<b>B</b> <b>B+</b> [7-8]	Confidently and competently employs a range of features (layout, structure, punctuation, diction and syntax) in ways that are both effective and clearly appropriate to their function in the chosen genre.	<ul style="list-style-type: none"> <li>• <b>Introduction</b> is an interesting and relevant springboard</li> <li>• Has a strong, challenging <b>conclusion</b></li> <li>• Has clear, coherent and varied <b>paragraphing</b></li> <li>• Draws on a wide range of <b>concrete</b> and <b>abstract diction</b></li> <li>• Has a fluent grasp of the potential of English <b>syntax</b></li> <li>• Few <b>mechanical errors</b></li> </ul>
<b>A</b> <b>A+</b> [9-10]	Shows confidence, competence and flair in employing a range of features (layout, structure, punctuation, diction and syntax) in ways that are striking, innovative and clearly appropriate to their function in the chosen genre.	<ul style="list-style-type: none"> <li>• <b>Introduction</b> is arresting, seductive and pertinent</li> <li>• Has a challenging <b>conclusion</b> which successfully rounds off the <b>design</b> of the essay</li> <li>• Uses an innovative range of <b>structural features</b></li> <li>• Has an impressive command of <b>vocabulary</b></li> <li>• Has a masterful command of English <b>syntax</b></li> <li>• Almost free of <b>mechanical errors</b></li> </ul>