

WRITING: Poetry

	Content and Context: Generic Schedule	Level Indicators
<p>E E+ [1-2]</p> <p>D D+ [3-4]</p> <p>C C+ [5-6]</p> <p>B B+ [7-8]</p> <p>A A+ [9-10]</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • One or two sketchy ideas • A weak sense of audience and purpose • Some evidence of a personal voice or stance • Some plausible linking of ideas • Has some sense of audience and purpose • Attempts to sustain a personal voice or stance • Ideas are convincingly linked with a developing coherence • Has an awareness of audience • Sustains a personal voice or stance or style • Has some awareness of connotative meaning • A strong sense of unity can be seen in the presentation of key ideas • Has a real sense of where the audience is coming from • Sustains a personal voice or stance or style • Word choice shows a sensitivity to connotation • The poem is shaped with creativity and expertise to reflect the coherence of its central ideas • Has a keen sense of how an audience might respond • Sustains a strikingly personal voice or stance or style • Word choices reflect a real awareness of the way in which meanings are affected by the cultural context
	Conventions of Language: Generic Schedule	Level Indicators
<p>E E+ [1-2]</p> <p>D D+ [3-4]</p> <p>C C+ [5-6]</p> <p>B B+ [7-8]</p> <p>A A+ [9-10]</p>	<p>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.</p> <p>Can employ a range of features (layout, structure, punctuation, diction and syntax) in ways that are appropriate to their function in the chosen genre.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Little attempt to shape the poem through line and stanza • Little awareness of structural devices (such as point of view, motif, rhyme and shifts in tone and plot) • Vocabulary is limited and use of concepts unsure • Unsure handling of rhythmic devices such as metre and lineation • The poem has an identifiable shape • Some structural devices are beginning to be used appropriately • Word choices show some care and awareness of types of diction (for example, concrete/abstract, literal/figurative) • One or two rhythmic devices show some awareness of the rhythmic potential of English language • The poem is clearly shaped • A number of structural devices unify the poem • Deliberately uses a good range of appropriate diction • Deliberate use of rhythm features shows an awareness of the way English language functions rhythmically • The poem has a clearly defined shape • A range of structural devices are confidently used to unify the poem • Choice of words shows a confident understanding of types of diction and the effects of their usage • Confidently uses a range of rhythmic devices which show a clear understanding of the way English language functions rhythmically • The poem has a clearly defined shape • The poem is beautifully unified through a range of structural devices • Choice of words shows reflects an original, individual and appropriate use of a range of diction • Strikingly exploits the rhythmic potential of English through the use of a number of well controlled devices