**ADVANCED RUBRIC FOR RESPONDING TASK – YEAR 12 NAME:……………………………………………**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A and/or MARKS** | **B and/or MARKS** | **C and/or MARKS** | **D and/or MARKS** | **E and/or MARKS** |
| **UNDERSTANDING** | Comprehends complex ideas in detail and demonstrates a thorough understanding in all texts  | Comprehends complex ideas and demonstrates a deep understanding of all texts | Demonstrates a sound understanding of ideas expressed in all texts | Shows an understanding of ideas expressed in most texts | Shows limited understanding of ideas expressed in texts |
| Analyses critically interconnections between their own values, beliefs and ideas implied in all authentic texts | Analyses thoroughly interconnections between their own values, beliefs and ideas implied in all authentic texts | Analyses interconnections between their own values, beliefs and ideas implied in all authentic texts | Describes some interconnections between their own values, beliefs and ideas expressed in all authentic texts | Displays little understanding of values, beliefs and ideas expressed in all authentic texts |
| Analyses critically a range of linguistic and stylistic aspects of the target language  | Analyses a range of linguistic and stylistic aspects of the target language  | Demonstrates a sound understanding of the different linguistic and stylist aspects of the target language  | Shows occasionally some interconnections between various ideas expressed in authentic documents  | Rarely shows interconnections between various ideas expressed in authentic documents |
| Interprets and analyses thoroughly cultural aspects of the target language and compares and contrasts them with own and other cultures | Interprets and analyses cultural aspects of the target language compares and contrasts them with own and other cultures | Demonstrates knowledge about cultural aspects of the target language and compare and/or contrasts them with own and other cultures | Identifies some cultural aspects of the target language and occasionally comments on own and other cultures | Identifies limited cultural aspects of the target language  |
| **COMMUNICATING** | Expresses complex ideas in depth with accuracy and respect for other values, beliefs and ideas | Expresses complex ideas with some depth, accuracy and respect for other values, beliefs and ideas | Creates texts with some depth, accuracy and respect for other values, beliefs and ideas | Produces texts that sometimes show some depth, accuracy and respect for other values, beliefs and ideas | Produces texts with limited depth, accuracy and respect for other values, beliefs and ideas |
| Consistently produces sophisticated texts that demonstrate complexity of linguistic syntaxes, appropriately chosen to the audience | Produces complex texts that demonstrate complexity of linguistic syntaxes, appropriately chosen to the audience | Creates some complex texts that demonstrate complexity of linguistic syntaxes, appropriately chosen for the audience | Applies some conventions of texts that represent the complexity of linguistic syntaxes  | Applies rarely some conventions of texts that represent the complexity of linguistic syntaxes |
| Consistently demonstrates complex structure and logic in the arguments with higher order thinking skills | Demonstrates complex structure and logic in the arguments with higher order thinking abilities  | Demonstrates some correct structure and logic in the arguments with higher order thinking abilities  | Displays little structure and logic in the arguments  | Displays limited structure and logic in the arguments  |
| Communicates with a very high degree of creativity, originality, clarity and coherence, and takes risks | Communicates with a high degree of creativity, originality, clarity and coherence, takes some risks | Communicates with a degree of clarity and coherence, and takes few risks | Communicates with some coherence | Communicates with limited coherence |

**ADVANCED RUBRIC FOR RESPONDING TASK – YEAR 11 NAME:……………………………………………**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A and/or MARKS** | **B and/or MARKS** | **C and/or MARKS** | **D and/or MARKS** | **E and/or MARKS** |
|  **UNDERSTANDING** | Comprehends complex ideas and demonstrates a deep understanding of details in all texts  | Demonstrates a deep understanding of most ideas in all texts  | Demonstrates a good understanding of most ideas in all texts | Shows some understanding of ideas expressed in all texts | Shows little understanding of ideas expressed in all texts  |
| Analyses thoroughly interconnections between their own values, beliefs and ideas implied in authentic texts | Analyses interconnections between their own values, beliefs and ideas implied in authentic texts | Analyses some interconnections between their own values, beliefs and ideas expressed in authentic texts | Describes some interconnections between their own values, beliefs and ideas expressed in authentic texts | Displays little understanding of interconnections between their own values, beliefs and ideas expressed in authentic texts |
| Analyses critically linguistic and stylistic aspects of the target language | Analyses linguistic and stylistic aspects of the target language  | Demonstrates a good understanding of the different linguistic and stylist aspects of the target language  | Demonstrates some understanding of linguistic and stylist aspects of the target language  | Shows limited understanding of linguistic and stylist aspects of the target language  |
| Interprets and analyses cultural aspects of the target language and compares and contrasts them with own and other cultures | Interprets and analyses most cultural aspects of the target language compares and contrasts them with own and other cultures | Demonstrates knowledge about cultural aspects of the target language and compare and/or contrasts them with own and other cultures | Identifies some cultural aspects of the target language and occasionally comments on own and other cultures | Identifies limited cultural aspects of the target language  |
|  **COMMUNICATING** | Expresses complex ideas in depth with accuracy and respect for other values, beliefs and ideas | Expresses complex ideas with some depth, accuracy and respect of other values, beliefs and ideas | Expresses ideas with some depth, accuracy and respect of other values, beliefs and ideas | Expresses ideas that show some accuracy and respect for other values, beliefs and ideas | Expresses ideas that show limited accuracy and respect for other values, beliefs and ideas |
| Produces sophisticated texts that demonstrate complexity of syntax, correct register and appropriately addresses the audience | Produces texts that demonstrate complexity of syntax, correct register and appropriately addresses the audience | Produces texts that demonstrate mostly correct syntax and register and adequately addresses the audience | Produces texts that demonstrate some correct syntax and adequately addresses the audience | Produces texts that demonstrate limited syntax and rarely addresses the audience |
| Consistently demonstrates complex structure and logic in the arguments with higher order thinking skills | Demonstrates complex structure and logic in the arguments with higher order thinking abilities  | Demonstrates some correct structure and logic in the arguments with higher order thinking abilities  | Displays little structure and logic in the arguments  | Displays limited structure and logic in the arguments  |
| Communicates with a high degree of creativity, originality, clarity and coherence, and takes risks | Communicates with a degree of creativity, originality, clarity and coherence, takes some risks | Communicates with a degree of clarity and coherence, and takes few risks | Communicates with some coherence | Communicates with little coherence |