ACHIEVEMENT STANDARDS FOR ENGLISH T COURSES – YEAR 11

	Coding	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	R1	• critically analyses the relationship between context, purpose and audience and how they shape meaning	• analyses the relationship between context, purpose and audience and how they shape meaning	• explains the relationship between context, purpose and audience to convey meaning	• describes context, purpose and audience with some reference to how meaning	• identifies context, purpose and audience and makes some reference to meaning
	R2	• critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences	• analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences	• explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences	• describes how literary conventions, language and stylistic features are used for different audiences	• identifies language or stylistic features with little or no reference to meaning and consideration of audience
	R3	• researches independently, synthesising and interpreting information and viewpoints for an argument, applying the principles of academic integrity	• researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity	• researches independently, explaining information for a range of purposes, applying the principles of academic integrity	• researches information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity	• researches information in a familiar context attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques
	R4	• evaluates arguments and viewpoints, justifies responses using a discerning and concise selection of evidence, examples and/or textual references	• analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references	• explains arguments in a structured manner and selects relevant evidence, examples and/or textual references	• describes ideas with some evidence or examples and/or textual references	• identifies straightforward ideas with little or no use of evidence or examples and/or textual references
	R5	• reflects independently on their learning to extend and refine their thinking and approaches to learning	• reflects on their learning to develop and refine their thinking and approaches to learning	• reflects on their learning and adjusts their approach to thinking and learning	• reflects on their thinking with some adjustment to their learning	• reflects on their thinking with little or no adjustment to their learning
Creating	C1	• communicates insightful ideas and complex concepts across a range of sustained texts for different purposes, contexts and audiences	• communicates thoughtful ideas, concepts across a range of texts for different purposes, contexts and audiences	• communicates ideas across a range of texts for different purposes, contexts and audiences	• communicates ideas for different purposes with some consideration of contexts and audiences	• communicates straightforward ideas for different purposes with little or no reference to context and audiences
	C2	• manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner	• effectively selects stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences	• uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences	• uses stylistic features for specific purposes and audiences with some consideration of conventions in different modes	• uses basic stylistic features in texts with little or no consideration of conventions in different modes
	C3	• communicates fluently and expressively using precise expression and language conventions	• communicates fluently using accurate expression and language conventions	• communicates clearly using mainly accurate expression and language conventions	• communicates using some accurate expression and some understanding of language conventions	• communicates using some accurate expression

ACHIEVEMENT STANDARDS FOR ENGLISH T COURSES – YEAR 12

	Coding	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	R1	• critically analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects	• analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects	• explains the relationships between context, purpose and audience and how they shape meaning, convey attitudes and values, and achieve particular effects	• describes the relationships between context, purpose and audience with reference to meaning, attitudes and values	• identifies aspects of context, purpose and audience and makes some reference to meaning
	R2	• critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences	• analyses how literary conventions language and stylistic features are integrated in different modes and mediums to position audiences	• explains how literary conventions, language and stylistic features are used in different modes and mediums to position audiences	• describes how literary conventions, language or stylistic features are used to position audiences	• identifies language and stylistic features used and makes some reference to meaning
	R3	• evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts	• analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts	• explains through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts	• describes how personal, social and/or cultural perspectives are represented in texts	• identifies how personal, social and/or cultural perspectives are used in texts
	R4	• researches widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity	• researches widely and independently, analysing and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity	• researches independently, explaining information and viewpoints to construct an argument, applying the principles of academic integrity	• researches information and presents ideas to construct an argument, sometimes applying the principles of academic integrity including some accurate referencing	• researches and relays information attempting to apply the principles of academic integrity through an inconsistent and inaccurate referencing technique
	R5	• evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references	• analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references	• explains arguments in a structured manner and selects relevant evidence, examples and/or textual references	• describes ideas with some evidence or examples and/or textual references	• identifies straightforward ideas with little or no use of evidence or examples and/or textual references
	R6	• reflects independently on their learning to extend and refine their thinking and approaches to learning	• reflects on their learning to develop and refine their thinking and approaches to learning	• reflects on their learning in order to adjust their approach to thinking and learning	• reflects on their thinking with some adjustment to their learning	• reflects on their thinking with little or no adjustment to their learning
Creating	C1	• communicates insightful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts and audiences	• communicates thoughtful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts and audiences	• communicates ideas and perspectives across a range of texts for different purposes, contexts and audiences	• communicates perspectives in a range of texts for different purposes, contexts and audiences	• communicates fragmented perspectives for different purposes, contexts and audiences
	C2	• manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner	• employs stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in a creative manner	• uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences	• uses stylistic features in different modes, mediums and genres for specific purposes and audiences	• use basic stylistic features for a purpose and audience
	C3	• communicates fluently and expressively using concise, precise and nuanced language	• communicates fluently using precise expression	• communicates clearly using accurate expression	• communicates using mainly accurate expression	• communicates using some accurate expression