

Knowledge and Understanding
Students' ability to **define, identify, and describe**

KU1: Has the student clearly **identified & shown understanding** of the **idea(s) and theme(s)** present in the text? E.g. loss of culture, growing up, greed, the American Dream etc....

KU1: Does the student understand the perspectives of the text that you have studied?

Perspectives relates to the **voices** represented in a text. These could include first or third person, but also gender, cultural, Marxist perspectives etc.

KU2: Can students **identify and describe** stylistic features across texts?
Stylistic features refer to choices made by an author to create a particular style

KU2: Can students **identify and describe** language features across texts?
These could include figurative language techniques; sound devices such as alliteration and assonance; camera angles or the inclusion of

KU2: Can students identify what **conventions** we expect to see in a particular text type?
E.g. A newspaper article may have short paragraphs with information ordered from most to least important and photos with captions; show the author & publishing date; and be presented in columns with a large catchy title.

KU2: Have they used correct **terminology** and **metalinguage** to describe author choices? For example, citing the use of soft, low-key lighting in film analysis or metonymy in a poem.

KU3: Can students identify **why texts were made**?
For example, texts could be made for the purpose of entertainment, providing information, or persuasion.

KU3: Can the student **identify who a text was made for**? Can they identify the tools the author uses to target a **specific** audience?
For example, is the language used in the text simplistic, showing that the text is aimed at younger readers? Does the text use colloquial language or jargon to include a particular group?

Analysis
Students' ability to **explain how** their examples affect the audiences' understanding of the texts, and **why** authors may have made choices

An1: Has the student been able to **explain how** the purpose, intended audience and context **work together** to influence a texts' meaning? Does the student explain **what the context** of the text is and how it may affect the meaning of the text?
Has the student been able to explain how the purpose of the text affects the audiences' understandings of it? Do they convey **how texts may be shaped differently for different audiences in different contexts**?
Has the student been able to explain **why & how** the choice of language etc. attracts an intended audience, or reflects a particular context, and how that affects their understanding of the texts meaning?

An1: **Context** refers to the relationship between the text and the world in which it exists.
This could include, but is not limited to, **historical and social context** (when and where it was written; what events, values and beliefs existed when it was written), **author context** (what events in the author's life may have shaped the story), **contemporary context** (how audience's current experiences and worlds impact the way they read a text).

Knowledge and Understanding	Analysis	Application
KU1: Knowledge and understanding of ideas and perspectives explored in texts.	An1: Analysis of the relationship between purpose, audience, and context, and how they shape meaning.	Ap1: Precision, fluency, and coherence of writing and speaking.
KU2: Knowledge and understanding of language features, stylistic features, and conventions to make meaning.	An2: Analysis of how language features, stylistic features, and conventions are interpreted by readers.	Ap2: Use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.
KU3: Knowledge and understanding of ways in which texts are created for a range of purposes and audiences.	An3: Analysis of intertextual connections.	Ap3: Use of evidence from texts to support conclusions, with textual references incorporated in responses.

An2: Has the student been able to explain **how** the language features, stylistic features and conventions impact the **audiences' emotive response**, or **understanding** of the text? Can they explain **why** an author may have decided to use them, or the **effect** they create?

An3: Can the student identify and explain what the **connections** are between different texts?
Can they discuss **similarities and differences** between themes, perspectives, audiences, purposes, contexts, language & stylistic features and/or conventions?

Application
Students' ability to put their knowledge into practice and **make appropriate choices** through **writing, speaking, and creating** multimodal texts.

Ap1: Does the student **apply spelling and grammar** accurately? Is it easy to comprehend their meaning and intent? Have they applied **vocabulary** appropriately?
When **speaking**, do they use appropriate pacing, intonation, and body language?

Ap2: Has the student used the correct stylistic features and conventions of the text type that they are producing? For example, if they are doing a multimodal presentation, have they used images and dot-points to make it **engaging**?
Do the texts created suit their intended audience? For example, is the language the **appropriate** register and tone?
Is there a clear purpose to the text, and do their choices **achieve that purpose**?

Ap3: Has the student cited **specific and relevant** evidence to support their claims? Does the evidence relate to their claim?

Ap3: Has the student **adapted** their language so that evidence sits **fluently** in their writing or speaking? Have they used tools to adapt quoted evidence (for example, ellipses and square brackets)? Have students **incorporated** their evidence into their analysis?
How well has the student integrated the evidence into their analysis? Is there a chunk of evidence or have they broken it up?

Have you exposed students to a variety of different types and genres of texts across the semester/year? E.g. prose, film, advertising, plays etc. Can apply these skills across more than one