Presenting an issue (subject) and the narratives used to convey the issue.

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| --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| **Criterion A: Knowledge and understanding subject matter or extract**  • To what extent does the activity show knowledge and understanding of the subject chosen?  • Has the student shown awareness and understanding of the significance of the subject in relation to culture and/or society? | The work does not reach a standard described by the descriptors below. | The activity shows limited knowledge and little or no understanding of the  subject chosen. The subject presented seems insignificant. | The activity shows some knowledge and understanding of the subject and some  awareness of the significance of the subject in relation to society and/or culture. | The activity shows adequate knowledge and understanding of the subject and awareness  of the significance of the subject in relation to the society/culture. | The activity shows good knowledge and understanding of the subject and good  awareness of the significance of the subject in realtion to society/culture. | The activity shows excellent knowledge and understanding of the subject and excellent awareness of the significance of the subject in relation to culture/society. |
|  | 0 | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| **Criterion B: Understanding of how narratives are used to create meaning.**  • To what extent does the activity show understanding of the way narrative is used to create meaning? Are examples (articles, photos, short film)  used to support the narrative being discussed? | The work does not reach a standard described by the descriptors below. | The work shows a superficial understanding of the way narrative is used to create  Meaning. | The work shows some understanding of the way narrative is used to create meaning. | The work shows an adequate understanding of the way narrative is used to create meaning. | The work shows a good understanding of the way narrative is used to create meaning. | The work shows an excellent understanding of the way narrative is used to create meaning. |
|  | 0 | 1 | 2 | 3 | 4 | 5 |
| **Criterion C: Organization**  • How well organized is the oral activity?  • How coherent is the structure? Does it have an introduction, body and conclusion? Assertion evidence and explanation? | The work does not reach a standard described by the descriptors below. | Little organization is apparent; the oral activity has little structure. | Some organization is apparent; the oral activity has some structure. | The oral activity is organized; the structure is generally coherent. | The oral activity is well organized; the structure is mostly coherent. | The oral activity is effectively organized; the structure is coherent and effective. |
|  | 0 | 1 | 2 | 3 | 4 | 5 |
| **Criterion D: Language**  • How clear, varied and accurate is the language?  • How appropriate is the choice of register and style? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the further oral  activity.) | The work does not reach a standard described by the descriptors below. | The language is rarely clear and appropriate, with many errors in grammar and sentence  construction and little sense of register and style. | The language is sometimes clear and appropriate; grammar and sentence construction  are generally accurate, although errors and inconsistencies are apparent; register and  style are to some extent appropriate to the oral activity. | The language is mostly clear and appropriate, with an adequate degree of accuracy in  grammar and sentence construction; the register and style are mostly appropriate to the  oral activity. | The language is clear and appropriate, with a good degree of accuracy in grammar and  sentence construction; register and style are effective and appropriate to the oral activity. | The language is very clear and entirely appropriate, with a high degree of accuracy in  grammar and sentence construction; the register and style are consistently effective and  appropriate to the oral activity. |