

IDS B+

### **Oral Presentation**

Presentation is consistently relevant to the context, purpose, audience and topic. There is no deviation from the topic. The delivery of the presentation generally creates the desired impact and engages the audience, but lacks the passion needed for a speech which invokes the audience to become interested in volunteering to support homeless people.

Ideas are elaborated offering additional details and opinions are supported with examples, but the creativity and originality required for the next level are not evident.

Good control of a range of linguistic structures and features – range of tenses and moods used, specific vocabulary explained,

Effective communication with a good degree of fluency. Reasonably accurate pronunciation and intonation, and mistakes did not generally impede meaning.

Information and ideas were organised in a logical and coherent manner.

### **Written response - Article for newspaper**

Information and ideas were logically organised.

Generally, conventions of the text were adhered to although there were some personal comments and suggestions for action.

Relevance of the information and ideas were consistent, but the impact on the audience was not engaging.

Some depth and breadth in the ideas which were elaborated with support and justification, but really complex ideas are not easily identifiable.

Sound planning has gone into the preparation of the article.

There is a range of linguistic structures used: appropriate use of statistics, some personal comments to create empathy “C’est vrai: la vie n’est pas facile pour eux” and some descriptive language – “C’est le cote sombre de la ville lumiere” – It is the dark side of the City of Light.

Accuracy tends to be variable, with many basic errors, particularly prepositions.

Attempts some complex expressions with variable accuracy and success.

A range of cohesive devices has been used.

Expression mostly appropriate to the social context and culture.

### **Reflection**

Never really engages the reader beyond the superficial. Consistent with topic, purpose and audience and presents appropriate information, ideas and opinions.

Para 1

Reflecting on own values/ideas and pre-conceptions, comparing current situation in Australia with France. Quote from homeless man reflects writer’s values and beliefs.

Para 2

Reflecting on own learning and impact of complex French texts on his understanding of topic and language set.

## OFFICIAL

Identifying stylistic features about purpose and message of text – speech by Abbe Pierre.  
Reflecting on impact of texts on him personally (emotionally challenging)  
Reflecting on his future and how he didn't want this to happen to him.

### Para 3

Reflecting on personal involvement in topic (England as a child)  
Moved from observation of issue to a desire for active participation in solution (sympathised  
... to do something)

### Para 4

Information about Emmaus' mission/vision  
Reflection on impact of France's motto on personal thoughts/life.

Ideas	Expression	Interpretation and Reflection
<p><b>A</b></p> <p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic. ✓</p> <p>Responses consistently convey the appropriate detail, ideas, information, opinions. ✓</p> <p>Responses successfully create the desired impact and interest, and engage the audience. ✓</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Depth and breadth in the treatment of the topic and content is very detailed and varied. ✓</p> <p>Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity. ✓</p> <p>Comprehensive evidence of planning and preparation. ✓</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion. ✓</p> <p>A few errors may be evident when attempting to use more complex language, but errors do not impede meaning. ✓</p> <p>Effective use of a range of sophisticated cohesive devices to connect ideas. ✓</p> <p>Expression consistently appropriate to the cultural and social context. ✓</p> <p>Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning. ✓</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Information and ideas are organised logically and coherently. ✓</p> <p>Conventions of the text type are observed. ✓</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Interaction is initiated, sustained, and spontaneous across a wide range of topics. ✓</p> <p>Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed. ✓</p> <p>A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers). ✓</p> <p>Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. ✓</p> <p><i>Interpretation of Meaning in Texts</i> <b>B+ IDS</b></p> <p>Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions). ✓</p> <p>Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text. ✓</p> <p>Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight. ✓</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are explained with clarity and insight. ✓</p> <p>Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation). ✓</p> <p><i>Reflection</i></p> <p>Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. ✓</p> <p>Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts. ✓</p> <p>Critical reflection on own learning. ✓</p>
<p><b>B</b></p> <p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, audience, and topic. ✓</p> <p>Responses mostly convey the appropriate detail, ideas, information, and opinions. ✓</p> <p>Responses generally create the desired impact and interest, and engage the audience. ✓</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth and some depth in the treatment of the topic. ✓</p> <p>Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position. ✓</p> <p>Sound planning and preparation. ✓</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of a range of linguistic structures and features with good control to convey meaning. ✓</p> <p>Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning. ✓</p> <p>A range of cohesive devices are used to connect ideas. ✓</p> <p>Expression is mostly appropriate to the cultural and social context. ✓</p> <p>Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation. ✓</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Mostly coherent organisation of information and ideas. ✓</p> <p>Most conventions of the text type are observed. ✓</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively. ✓</p> <p>A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification). ✓</p> <p>Occasional pauses to process questions and to search for linguistic resources. ✓</p> <p><i>Interpretation of Meaning in Texts</i></p> <p>Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text. ✓</p> <p>Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text. ✓</p> <p>Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity. ✓</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are described. ✓</p> <p>Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation). ✓</p> <p><i>Reflection</i></p> <p>Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. ✓</p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. ✓</p> <p>Thoughtful reflection on own learning. ✓</p>
<p><b>C</b></p> <p><i>Relevance</i></p> <p>Responses are generally relevant to topic and purpose, with some relevance to context and audience. ✓</p> <p>Responses generally convey simple ideas and opinions with generally appropriate information. ✓</p> <p>Responses generally create some interest, and partly engage the audience. ✓</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics. ✓</p> <p>Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion. ✓</p> <p>Competent planning and preparation. ✓</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns. ✓</p> <p>Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns. ✓</p> <p>Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level. ✓</p> <p>Expression is generally appropriate to the cultural and social context. ✓</p> <p>Some hesitancy in responding. Pronunciation and intonation are understandable. ✓</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Generally coherent organisation of information and ideas. ✓</p> <p>Responses generally conform to the conventions of the text type. ✓</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed. ✓</p> <p>Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor's sentence patterns to respond. ✓</p> <p>Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. ✓</p> <p><i>Interpretation of Meaning in Texts</i></p> <p>Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures. ✓</p> <p>Competent understanding of context, purpose, and audience, supported with isolated examples from the text. ✓</p> <p>Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation. ✓</p> <p><i>Analysis of the Language in Texts</i></p> <p>Particular linguistic and cultural features of the text are identified. ✓</p> <p>Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions). ✓</p> <p><i>Reflection</i></p> <p>Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts. ✓</p> <p>Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts. ✓</p> <p>Some reflection on own learning. ✓</p>