Assessment criteria and expected qualities for the mark range

Assessment criteria

Criterion 1 – Relevance, breadth and depth of content
• relevance of content in relation to task set
• comprehensiveness and sophistication of content

Criterion 2 – Appropriateness of structure and sequence
• introduction, body and conclusion as appropriate to the text type
• organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

Criterion 3 – Accuracy, range and appropriateness of vocabulary and grammar
• accuracy of vocabulary and grammar
• variety of vocabulary and grammatical structures
• appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task

Expected qualities for the mark range

<table>
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<tr>
<th>Marks</th>
<th>Characteristics</th>
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| 13–15 | demonstrates highly relevant and significant information, successfully integrating ideas in a sophisticated way throughout the text.  
       | demonstrates highly effective structuring and sequencing of information and ideas appropriate to the audience and purpose specified in the task.  
       | demonstrates the characteristics of the kind of writing in the required format.  
       | uses a broad range of sophisticated vocabulary and complex and accurate grammatical structures and, where relevant, script.  
       | uses genkō yōshi correctly.  
       | uses prescribed Kanji accurately where relevant. |
| 10–12 | demonstrates relevant and significant information, successfully integrating ideas throughout the text.  
       | demonstrates effective structuring and sequencing of information and ideas appropriate to the audience and purpose specified in the task.  
       | demonstrates most of the characteristics of the kind of writing in the required format.  
       | uses a range of appropriate vocabulary, including some complex grammatical structures and, where relevant, script.  
       | uses genkō yōshi with minor slips.  
       | uses most prescribed Kanji. |
| 7–9   | demonstrates some relevant information and ideas throughout the text.  
       | inconsistent structuring and sequencing of information and ideas across the text; audience and purpose not clearly defined in the task.  
       | demonstrates some of the characteristics of the kind of writing, mostly in the required format.  
       | uses suitable vocabulary and grammatical structures and, where relevant, script.  
       | some errors with expression and language control.  
       | uses genkō yōshi with some slips.  
       | uses several prescribed Kanji. |
| 4–6   | demonstrates basic information and ideas relevant to the task.  
       | demonstrates little organisation of structuring and sequencing of information and ideas.  
       | demonstrates insufficient characteristics of the kind of writing in the required format.  
       | uses limited vocabulary and grammatical structures and, where relevant, script.  
       | frequent errors with expression and language control.  
       | use of genkō yōshi has many mistakes.  
       | little use of prescribed Kanji. |
| 1–3   | demonstrates minimal information and ideas relevant to the task.  
       | demonstrates very little awareness of the requirements of the task. |
| 0     | no evidence of meeting the criteria. |