

		<b>Curriculum Checkpoints: What do students know and what can they do?</b>			
Year 12					
Summative Skill		Developing	Securing	Mastering	Excelling
	<b>READING</b>	Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. Understand some of the main points, gist and detail.	Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. Understand most of the main points, gist and detail.	Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. Understand almost all of the main points, gist and detail.	Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. Understand all of the main points, gist and detail.
	<b>WRITING</b>	Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.	Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.	Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.	Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
	<b>LISTENING</b>	Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Understand some of the main points, gist and detail.	Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Understand most of the main points, gist and detail.	Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Understand almost all of the main points, gist and detail.	Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Understand all of the main points, gist and detail.

	<b>SPEAKING</b>	<p>Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements. Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.</p>	<p>Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements. Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.</p>	<p>Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements. Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.</p>	<p>Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.</p>
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