

**ORIGINAL CRITERIA PROVIDED BY THE CURRICULUM COUNCIL FOR YEAR 12 ASSESSMENT TASK- CONTENT AND SKILL OUTCOMES ARE MIXED WITHIN
NOTE THE *SUBJECTIVE* LANGUAGE WHICH HAS BEEN COLOUR CODED FOR SUBJECTIVE QUANTITY AND QUALITY STATEMENTS**

Mark Range	Strand	Descriptor
A 7-8 m	Requirement	<ul style="list-style-type: none"> •clear argumentation either in favour of increased choice or against it •systematic and conscientious reference to specific arguments made by both authors •supporting their views by providing evidence or description of their own experiences
	Explanation	<ul style="list-style-type: none"> •explanation of specific benefits and harms from various forms of increased choice, in clear, convincing, language with relevant, effective illustrations
	Evaluation	<ul style="list-style-type: none"> •shows mature and keen insight into the particular nature of the student's generation and covers a considerable range of points on both sides of the argument •able to critically and convincingly evaluate the extent to which increased choice is beneficial and harmful, and provides a balance shown by recognising some reservations in their stand or that there are points to be made on the other side
	Coherence	<ul style="list-style-type: none"> •shows impeccable coherence and organisation - very good paraphrasing, good use of appropriate connectors, very clear development of ideas and logical flow of argument

REWORKED CRITERIA - NOTE THE *OBJECTIVE (specific and measureable) LANGUAGE*

Mark Range	Strand	Descriptor
<p style="text-align: center;">A 7-8 m</p>	Requirement	<p>I can outline the arguments made by the author in favour of increased free choice; and I can include specific points made by the author to substantiate her position.</p>
	Explanation Evaluation	<p>I can outline the arguments made by the author against increased free choice; and I can include specific points made by the author to substantiate his position.</p> <p>I can outline what I recognise as the values/experiences/attitudes/bias that underpin the arguments put forward by each author</p> <p>I can outline my values/experiences/attitudes/bias and what I believe to be those of many young people of my generation.</p> <p>I can outline my evaluation of the strengths and weaknesses of each argument proposed by each author in view of differing values/experiences/attitudes/bias.</p> <p>I can outline my argument for or against an increase in free choice.</p> <p>I can justify my argument based on my values/experiences/attitudes/bias.</p> <p>I can outline how I believe the similarities and differences in values/experiences/attitudes /bias between past generations and the current generation may contribute to a differing point of view in regard to the arguments I have proposed.</p> <p>I can use persuasive elements to aid the development of a convincing argument.</p>