**Success Criteria for IOC**

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| **Criterion A: Knowledge and understanding of the text and subject matter** | WOW! | On target | Getting there | Working on it |
| My IOC begins with a sense of context (writer context, reader context and context of the passage within the broader text) |  |  |  |  |
| I have continued the discussion of context throughout the IOC, unpacking and interpreting important quotations and being explicit about their links to context |  |  |  |  |
| I have been selective, not using everything in the passage but still getting coverage by choosing quotations from different parts of the extract |  |  |  |  |
| I have made links between different quotations in the passage to show the relationship between ideas |  |  |  |  |

**Criterion B: Understanding of the use and effects of literary features**

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|  | WOW! | On target | Getting there | Working on it |
| I identify language features using correct and sophisticated terminology |  |  |  |  |
| I describe the use of language features using adjectives and emotive language to show personal engagement |  |  |  |  |
| I analyse a variety of language and stylistic features *ex. narrative devices, repetition, antithesis, imagery, symbolism, representative characters, allusion, metaphor, tone, word choice* |  |  |  |  |
| My analysis is detailed. For example, I refer to specific word choices within quotations |  |  |  |  |
| I explain the way each literary feature develops understanding of context and / or purpose |  |  |  |  |
| I analyse the intended effect of literary features upon the reader |  |  |  |  |
| I show the cumulative effect of literary features by using multiple examples to support my main ideas |  |  |  |  |

**Criterion C: Organisation**

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|  | WOW! | On target | Getting there | Working on it |
| I create at least three main arguments to support my thesis statement. These arguments might surround a specific aspect of the text (eg. character, setting, theme, conflict, relationships). |  |  |  |  |
| I sequence these aspects so that the ideas build on each other. |  |  |  |  |
| I discuss ideas and examples in relation to each other, looking for patterns and contrast |  |  |  |  |
| I use connective words and phrases to show the relationships between examples and ideas |  |  |  |  |
| In my conclusion I draw my main ideas together and show the importance of the passage within the writer’s larger body of work. |  |  |  |  |
| I am able to return to reader context and discuss how this text is still relevant to contemporary readers |  |  |  |  |

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| **Criterion D: Language** | WOW! | On target | Getting there | Working on it |
| There is good variety in my vocabulary |  |  |  |  |
| I use a variety of verbs to show what the author is doing in the passage eg. emphasising, highlighting, positioning etc. |  |  |  |  |
| I explicitly use literary terminology |  |  |  |  |
| I vary my sentence starters, types and lengths for effect |  |  |  |  |
| I maintain a formal register |  |  |  |  |
| My pace is easy to follow and consistent. |  |  |  |  |
| I avoid using too many fillers |  |  |  |  |
| I sound confident in my delivery |  |  |  |  |