

Assessment Schedule – 2014**English: Analyse specified aspect(s) of studied written text(s), supported by evidence (91098)****Evidence Statement**

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|
| <p><u>Analysing specified aspect(s) of studied written text(s)</u> involves exploring and interpreting how meanings and effects are created in the text(s), discussing specified aspects of the text(s), and providing appropriate evidence from the text(s).</p> <p>The discussion will be clearly communicated in a structured written answer.</p> | <p><u>Analysing specified aspect(s) of studied written text(s)</u> <u>convincingly</u> involves making reasoned and clear interpretations of specified aspects of the text(s), supported by appropriate evidence from the text(s).</p> <p>The interpretations may be connected to one another.</p> <p>The response will show a developing awareness of the author–audience relationship.</p> | <p><u>Analysing specified aspect(s) of studied written text(s)</u> <u>perceptively</u> involves making insightful and / or original interpretations of specified aspects of the text(s), supported by appropriate evidence from the text(s).</p> <p>The interpretations will be linked to one another.</p> <p>The response will show a strong awareness of the author–audience relationship.</p> |

Note: Points cited below as evidence are indicative and not exclusive.

| Not Achieved | | Achievement | | Achievement with Merit | | Achievement with Excellence | |
|---|---|--|--|--|---|--|---|
| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
| Attempts to demonstrate an understanding of an aspect of the text(s). | Shows little understanding of an aspect of the text(s). | Shows some understanding of an aspect of the text(s). | Shows firm understanding of an aspect of the text(s). | Shows some convincing understanding of an aspect of the text(s). | Shows convincing understanding of an aspect of the text(s). | Shows some perceptive understanding of an aspect of the text(s), and how it relates to the rest of the text(s) or to other text(s). | Shows perceptive understanding of an aspect of the text(s), and how it relates to the rest of the text(s) or to other text(s). |
| Attempts to develop an idea. | States a simple idea. | Develops a key idea in the text. | Develops a relevant idea . | Develops one or more partially convincing ideas . | Develops one or more convincing ideas . | Develops an original or partially insightful argument . | Develops an insightful or original argument or interpretation . |
| Attempts to show engagement with the text(s). | Shows limited engagement with the text(s). | Shows some evidence of engagement with the text(s). | Shows firm evidence of engagement with the text(s). | Shows convincing engagement with the text(s), which may move beyond the text(s) in analysis with partial success. | Shows convincing engagement with the text(s), which may move beyond the text(s) in analysis. | Shows insight in engagement with the text(s), possibly making connections to context(s) beyond the text(s). | Shows insight in engagement with the text(s), possibly making connections to context(s) beyond the text(s) and linking these connections appropriately back to the question. |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|--|---|---|--|--|--|---|
| Attempts to show awareness of the text as crafted. | Shows little awareness of the text as crafted. | Shows limited awareness of the text(s) having been deliberately crafted. | Shows some awareness of the text(s) having been deliberately crafted. | Shows awareness of the text(s) having been deliberately crafted. | Shows convincing awareness of the text(s) having been deliberately crafted. | Shows awareness of the nature of the text as a constructed form, possibly by making judgements. | Shows insightful awareness of the nature of the text as a constructed form, including by making judgements. |
| Attempts to show understanding of the author's purpose. | Shows a limited awareness (possibly by implication) of the author's purpose. | Acknowledges (possibly by implication) the author's purpose. | Shows some understanding (possibly by implication) of the author's purpose in crafting or shaping the text(s). | Shows some understanding of the author's purpose in crafting or shaping the text(s) through the use of particular techniques. | Conveys a convincing sense of the author's purpose in crafting or shaping the text(s) through the use of particular techniques. | Shows some insight in discussion of the author's purpose in crafting or shaping the text(s) through the use of particular techniques. | Demonstrates appreciation in discussion of the author's purpose in crafting or shaping the text(s) through the use of particular techniques. |
| Attempts to use analysis-related terminology. | Uses some analysis-related terminology inaccurately. | Uses analysis-related terminology simply, with some accuracy . | Uses analysis-related terminology accurately . | Uses analysis-related terminology confidently . | Uses analysis-related terminology to convincingly discuss features of the text(s). | Uses analysis-related terminology to insightfully discuss features of the text(s) in support of a wider argument. | Uses analysis-related terminology to insightfully discuss features of the text(s) in support of a wider argument. |
| Writes simplistically. | Focuses on plot summary. | Writes in a focused manner, with most points addressing the question. | Writes in a focused manner, addressing the question. | Writes a well-structured answer, which pursues valid idea(s). | Writes a well-structured answer, which develops valid idea(s). | Writes a cohesive, deliberately planned response. | Writes a cohesive, integrated response. |
| Includes little direct evidence from the text(s) that is relevant to the idea. | Includes some evidence from the text(s) that is relevant to the idea. | Provides some appropriate quotations and evidence from the text(s). | Provides clearly relevant quotations and evidence from the text(s). | Weaves a range of appropriate evidence throughout the response to support the main ideas. | Weaves a range of convincing evidence throughout the response to support the main ideas. | Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s). | Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s). |

N0 = No response; no relevant evidence.

“Specified aspects” are selected (as per Explanatory Note 4 of the standard) from:

- purposes and audiences
- ideas (eg character, theme, setting)
- language features (eg figurative language, syntax, style, symbolism, vocabulary, sound devices)
- structures (eg part text, whole text, narrative sequence, beginnings and endings).

Cut Scores

| | Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|-------------|--------------|-------------|------------------------|-----------------------------|
| Score range | 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |