

## Assessment Schedule – 2014

### English: Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence (91100)

Achievement	Achievement with Merit	Achievement with Excellence
<p><u>Analysing significant aspects of unfamiliar written text(s)</u> involves making <b>developed interpretations</b> of how significant aspects of texts create meaning.</p> <p>The response is likely to be explanatory rather than analytical, presenting a reasonable, but not necessarily accurate, explanation of meanings in the text.</p> <p>Understanding of the text will be linked to evidence of technique(s) used by the writer.</p>	<p><u>Analysing significant aspects of unfamiliar written text(s)</u> <u>convincingly</u> involves making <b>reasoned and clear interpretations</b> of how significant aspects of texts create meaning.</p> <p>The response is likely to be more connected to the writer's intentions, presenting appropriate evidence from the text to support an interpretation.</p> <p>The response may move outside the text, or deliver a view of the meaning or purpose of the text.</p>	<p><u>Analysing significant aspects of unfamiliar written text(s)</u> <u>perceptively</u> involves making <b>insightful and / or original interpretations</b> of how significant aspects of texts create meaning.</p> <p>The response will show awareness of the writer's purpose in creating the text, presenting an analysis of the meanings and implications associated with the ideas in the text.</p>

“Significant aspects” of the written texts may include (as per Explanatory Note 5 of the standard):

- audiences and purposes
- ideas (eg themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings within the text)
- language features (eg figurative language, syntax, style, symbolism, vocabulary, sound devices)
- structures (eg part text, whole text, narrative sequence, beginnings and endings).

### Guidelines for applying the Assessment Schedule

- The answer-space provided in the exam paper is NOT an indication of the word-count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit/Excellence, however, the candidate needs to analyse, usually beyond a brief statement.
- Each response must be marked for skills displayed, and not accuracy of content knowledge or agreement with expert interpretations of the texts.
- “Techniques”, as referred to in the schedule, are features and structures of language that have an impact on the ideas and purposes of the texts.

## Evidence Statement

QUESTION ONE: NON-FICTION (Text A: “Review of *Encounters*”)

N1	N2	A3	A4	M5	M6	E7	E8
Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.	Identifies an aspect of the writer’s response to the book.	<b>Describes and begins to explain</b> the writer’s response to the book.	<b>Clearly explains</b> the writer’s response to the book, and his thoughts about the ideas in it.	<b>Analyses</b> the writer’s response to the book, and his understanding of the ideas and opinions in it.	<b>Clearly analyses</b> the writer’s response to the book, and his understanding of the ideas and opinions in it.	<b>Clearly analyses, with some insight</b> , the writer’s response to the book, and his understanding of the ideas and opinions in it.	<b>Insightfully analyses</b> the writer’s response to the book, and understanding of the ideas and opinions in it.
	Attempts to connect an idea to techniques used in the text.	Explains how techniques are used to convey an idea. (May refer to techniques that have minimal effect on the reader’s impressions of the text.)	Links an idea to supporting technique(s). (May refer to techniques that have minimal effect on the reader’s impressions of the text.)	Supports the analysis with reference to techniques that have meaningful effects.	Supports the analysis with sensible interpretation of the impact of techniques.	Supports the analysis with meaningful interpretation of the impact of techniques.	Examines how the writer’s language choices create meaning, tone, and impact.
	Attempts to show awareness of the writer’s purpose.	Shows <b>a limited awareness</b> , possibly by implication, of the writer’s purpose (to report an understanding of, and make recommendation for, the book reviewed).	<b>Acknowledges</b> , possibly by implication, the writer’s purpose (to report an understanding of, and make recommendation for, the book reviewed).	Shows <b>some understanding</b> of the writer’s purpose (to report an understanding of, and make recommendation for, the book reviewed).	Shows <b>understanding</b> of the writer’s purpose (to report an understanding of, and make recommendation for, the book reviewed).	Shows <b>understanding, with some perception or insight</b> , of the writer’s purpose (to report an understanding of, and make recommendation for, the book reviewed).	Shows <b>perception and / or insight</b> in discussion of the writer’s purpose (to report an understanding of, and make recommendation for, the book reviewed).
	Uses some analysis-related terminology.	Uses analysis-related terminology <b>simply, with some accuracy</b> .	Uses analysis-related terminology <b>accurately</b> .	Uses analysis-related terminology <b>confidently</b> .	Uses analysis-related terminology <b>convincingly</b> to discuss features of the text.	Uses analysis-related terminology <b>convincingly and with some insight</b> to discuss features of the text.	Uses analysis-related terminology <b>insightfully</b> to discuss features of the text, possibly in support of a wider argument.
				Links analysis of the review to awareness of the validity of the book, through connection of ideas and techniques.	Links analysis of the review to awareness of the validity of the book, through connection of ideas and techniques.	Links analysis of the review to awareness of the validity of the book, through connection of ideas and techniques.	Links analysis of the review to awareness of the validity of the book, through connection of ideas and techniques.
May include some direct evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides <b>some appropriate quotations</b> and <b>evidence</b> from the text.	Provides <b>clearly relevant quotations</b> and <b>evidence</b> from the text.	Weaves <b>a range of appropriate evidence</b> throughout the response to support the main ideas.	Weaves <b>a range of convincing evidence</b> throughout the response to support the main ideas.	Weaves <b>a range of convincing and possibly insightful evidence</b> throughout the response to support the key argument(s).	Weaves <b>a range of insightful evidence</b> throughout the response to support and expand on the key argument(s).

*Examples of language features that may be referred to at any level of achievement include:*

- Personal pronouns: “I own a house” (line 1), “Who are we, and what have we thought of ourselves...?” (lines 15–16)
- Colloquial language: “slap-bang” (lines 1–2)
- Strong, repeated assonance: “enclose and embrace” (line 21), “encountering the encircling” (lines 24–25), “emerged and evolved” (line 29)
- Emotive and persuasive language: “Lyrical, breath-taking and provocative” (line 33)

**N0** = No response; no relevant evidence.

**QUESTION TWO: POETRY (Text B: “The Horse is Loose”)**

N1	N2	A3	A4	M5	M6	E7	E8
Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.	Identifies an idea in the text.	<b>Describes and begins to explain</b> how the poet creates a sense of danger and panic.	<b>Clearly explains</b> how the poet creates a sense of danger and panic.	<b>Analyses</b> how the poet creates a sense of danger and panic.	<b>Clearly analyses</b> how the poet creates a sense of danger and panic.	<b>Clearly analyses, with some insight</b> , how the poet creates a sense of danger and panic.	<b>Insightfully analyses</b> how the poet creates a sense of danger and panic.
	Attempts to connect an idea to techniques used in the text.	Explains how techniques are used to create a sense of danger and panic. (May refer to techniques that have minimal effect on the reader's impressions of the text.)	Links the sense of danger and panic created to supporting technique(s). (May refer to techniques that have minimal effect on the reader's impressions of the text.)	Supports the analysis with reference to techniques that have meaningful effects.	Supports the analysis with sensible interpretation of the impact of techniques.	Supports the analysis with meaningful interpretation of the impact of techniques.	Examines how the writer's language choices create meaning, tone, and impact.
	Attempts to show awareness of the poet's purpose.	Shows a <b>limited awareness</b> , possibly by implication, of the poet's purpose (to create a sense of danger and panic).	<b>Acknowledges</b> , possibly by implication, the poet's purpose (to create a sense of danger and panic).	Shows <b>some understanding</b> of the poet's purpose (to create a sense of danger and panic).	Shows <b>understanding</b> of the poet's purpose (to create a sense of danger and panic), through connection with ideas and techniques.	Shows <b>understanding, with some perception or insight</b> of the poet's purpose (to create a sense of danger and panic), through analysis of ideas and techniques.	Shows <b>insight</b> in discussion of the poet's purpose (to create a sense of danger and panic), through analysis of ideas and techniques.
	Uses some analysis-related terminology.	Uses analysis-related terminology <b>simply, with some accuracy</b> .	Uses analysis-related terminology <b>accurately</b> .	Uses analysis-related terminology <b>confidently</b> .	Uses analysis-related terminology <b>convincingly</b> to discuss features of the text.	Uses analysis-related terminology <b>convincingly and with some insight</b> to discuss features of the text.	Uses analysis-related terminology <b>insightfully</b> to discuss features of the text, possibly in support of a wider argument.
May include some direct evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides <b>some appropriate quotations and evidence</b> from the text.	Provides <b>clearly relevant quotations and evidence</b> from the text.	Weaves <b>a range of appropriate evidence</b> throughout the response to support the main ideas.	Weaves <b>a range of convincing evidence</b> throughout the response to support the main ideas.	Weaves <b>a range of convincing and possibly insightful evidence</b> throughout the response to support the key argument(s).	Weaves <b>a range of insightful evidence</b> throughout the response to support and expand on the key argument(s).

*Examples of language features that may be referred to at any level of achievement include:*

- Fragment: “In traffic.” (line 1), “The rider.” (line 13)
- Personification: “stirrups beating” (line 2), the horse / is now a tap dancer” (lines 8–9)
- Alliteration: “both / ... breath” (lines 15–16)
- Metaphor: “breath in shovelfuls” (line 16)

**N0** = No response; no relevant evidence.

**QUESTION THREE: FICTION (Text C: “It’s for Your Own Good”)**

N1	N2	A3	A4	M5	M6	E7	E8
Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.	Identifies an idea in the text.  Attempts to connect an idea to techniques used in the text.  Attempts to show awareness of the writer’s purpose.	<b>Describes and begins to show understanding</b> of the narrator’s condition and her / his response to it.  Explains how techniques are used to convey the narrator’s position. (May refer to techniques that have minimal effect on the reader’s impressions of the text.)  Shows a <b>limited awareness</b> , possibly by implication, of the writer’s purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them).	<b>Clearly shows understanding</b> of the narrator’s condition and her / his response to it.  Links the narrator’s situation to supporting technique(s). (May refer to techniques that have minimal effect on the reader’s impressions of the text.)  <b>Acknowledges</b> , possibly by implication, the writer’s purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them).	<b>Analyses</b> the situation and responses of the narrator.  Supports the analysis with reference to techniques that have meaningful effects.  Shows <b>some understanding</b> of the writer’s purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them), drawn from analysis of the text.	<b>Clearly analyses</b> the situation and responses of the narrator.  Supports the analysis with sensible interpretation of the impact of language techniques.  Shows <b>understanding</b> of the writer’s purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them), through connection with ideas and techniques.	<b>Clearly analyses, with some insight</b> , the situation and responses of the narrator.  Supports the analysis with meaningful interpretation of the impact of techniques.  Shows <b>understanding, with some perception or insight</b> , of the writer’s purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them), through analysis of ideas and techniques.	<b>Insightfully analyses</b> the situation and responses of the narrator.  Examines how the writer’s language choices create meaning, tone, and impact.  Shows <b>insight</b> in discussion of the writer’s purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them), through analysis of ideas and techniques.
May include some direct evidence from the text that is relevant to the idea.	Uses some analysis-related terminology.  Includes some evidence from the text that is relevant to the idea.	Uses analysis-related terminology <b>simply, with some accuracy</b> .  Provides <b>some appropriate quotations and evidence</b> from the text.	Uses analysis-related terminology <b>accurately</b> .  Provides <b>clearly relevant quotations and evidence</b> from the text.	Uses analysis-related terminology <b>confidently</b> .  Weaves <b>a range of appropriate evidence</b> throughout the response to support the main ideas.	Uses analysis-related terminology <b>convincingly</b> to discuss features of the text.  Weaves <b>a range of convincing evidence</b> throughout the response to support the main ideas.	Uses analysis-related terminology <b>convincingly and with some insight</b> to discuss features of the text.  Weaves <b>a range of convincing and possibly insightful evidence</b> throughout the response to support the key argument(s).	Uses analysis-related terminology <b>insightfully</b> to discuss features of the text, possibly in support of a wider argument.  Weaves <b>a range of insightful evidence</b> throughout the response to support and expand on the key argument(s).

*Examples of language features that may be referred to at any level of achievement include:*

- Narrative point-of-view: second-person “you”
- Metaphor: “a thousand firefly lights dance around inside you” (line 12)
- Repeated structure: “No children ... No cars ...” (line 21)
- Alliteration / sibilance: “silver and steel grey” (lines 20–21), “the stillness of the wetlands seeping” (lines 22–23)

**N0** = No response; no relevant evidence.

**Cut Scores**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 6	7 – 12	13 – 18	19 – 24