

Assessment Schedule – 2015

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><u>Analysing significant aspects of unfamiliar written text(s)</u> involves making developed interpretations 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 reasoned and clear interpretations 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 insightful and / or original interpretations 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 (e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings within the text)
- language features (e.g. figurative language, syntax, style, symbolism, vocabulary, sound devices)
- structures (e.g. 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.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24

Evidence

QUESTION ONE: FICTION (Text A: “Singing Home the Whale”)

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 the idea to techniques used in the text. Attempts to show awareness of the writer's purpose. Uses some analysis-related terminology.	Describes and begins to explain how the writer shows the changes in Will's emotional state and how this is affected by his encounter with the orca. Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader's impressions of the text). Shows a limited awareness , possibly by implication, of the writer's purpose. Uses analysis-related terminology simply, with some accuracy .	Clearly explains how the writer shows the changes in Will's emotional state and how this is affected by his encounter with the orca. Makes links to technique(s) that support the explanation. Acknowledges , possibly by implication, the writer's purpose. Uses analysis-related terminology accurately .	Analyses how the writer shows the changes in Will's emotional state and how this is affected by his encounter with the orca. Supports the analysis with some convincing interpretation of the impact of techniques. Shows some understanding of the writer's purpose. Uses analysis-related terminology confidently .	Clearly analyses how the writer shows the changes in Will's emotional state and how this is affected by his encounter with the orca. Supports the analysis with a convincing interpretation of the impact of techniques. Shows understanding of the writer's purpose through connection to ideas and techniques. Uses analysis-related terminology convincingly to discuss features of the text. Weaves a range of convincing evidence throughout the response to support the main ideas.	Clearly analyses, with some insight , how the writer shows the changes in Will's emotional state and how this is affected by his encounter with the orca. Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques. Shows understanding, with some perception or insight , of the writer's purpose through analysis of ideas and techniques. Uses analysis-related terminology convincingly and with some insight to discuss features of the text. Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).	Insightfully analyses how the writer shows the changes in Will's emotional state and how this is affected by his encounter with the orca. Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques. Shows perception and / or insight in discussion of the writer's purpose through analysis of ideas and techniques. Uses analysis-related terminology insightfully to discuss features of the text, possibly in support of a wider argument. Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> to explore how Will's feelings of humiliation and loneliness are challenged by his encounter with the orca. 							

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “City Skies”)

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 the idea to techniques used in the text. Attempts to show awareness of the poet's purpose. Uses some analysis-related terminology.	Describes and begins to explain how the writer creates changes in mood as the day turns to night. Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader's impressions of the text). Shows a limited awareness , possibly by implication, of the writer's purpose. Uses analysis-related terminology simply, with some accuracy .	Clearly explains how the writer creates changes in mood as the day turns to night. Makes links to technique(s) that support the explanation. Acknowledges , possibly by implication, the writer's purpose. Uses analysis-related terminology accurately .	Analyses how the writer creates changes in mood as the day turns to night. Supports the analysis with some convincing interpretation of the impact of techniques. Shows some understanding of the writer's purpose. Uses analysis-related terminology confidently .	Clearly analyses how the writer creates changes in mood as the day turns to night. Supports the analysis with a convincing interpretation of the impact of techniques. Shows understanding of the writer's purpose through connection to ideas and techniques. Uses analysis-related terminology convincingly to discuss features of the text. Weaves a range of convincing evidence throughout the response to support the main ideas.	Clearly analyses, with some insight , how the writer creates changes in mood as the day turns to night. Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques. Shows understanding, with some perception or insight , of the writer's purpose through analysis of ideas and techniques. Uses analysis-related terminology convincingly and with some insight to discuss features of the text. Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).	Insightfully analyses how the writer creates changes in mood as the day turns to night. Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques. Shows perception and / or insight in discussion of the writer's purpose through analysis of ideas and techniques. Uses analysis-related terminology insightfully to discuss features of the text, possibly in support of a wider argument. Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> to illustrate how night can change a city sky into something sinister and frightening. 							

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “Falling out the End of the Earth”)

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.	Describes and begins to explain how the writer shows the nature of Antarctica and how this makes us want to understand it.	Clearly explains how the writer shows the nature of Antarctica and how this makes us want to understand it.	Analyses how the writer shows the nature of Antarctica and how this makes us want to understand it.	Clearly analyses how the writer shows the nature of Antarctica and how this makes us want to understand it.	Clearly analyses, with some insight , how the writer shows the nature of Antarctica and how this makes us want to understand it.	Insightfully analyses how the writer shows the nature of Antarctica and how this makes us want to understand it.
	Attempts to connect the idea to techniques used in the text.	Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader's impressions of the text).	Makes links to technique(s) that support the explanation.	Supports the analysis with some convincing interpretation of the impact of techniques.	Supports the analysis with a convincing interpretation of the impact of techniques.	Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques.	Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques.
	Attempts to show awareness of the writer's purpose.	Shows a limited awareness , possibly by implication, of the writer's purpose.	Acknowledges , possibly by implication, the writer's purpose.	Shows some understanding of the writer's purpose.	Shows understanding of the writer's purpose through connection to ideas and techniques.	Shows understanding, with some perception or insight , of the writer's purpose through analysis of ideas and techniques.	Shows perception and / or insight in discussion of the writer's purpose through analysis of ideas and techniques.
	Uses some analysis-related terminology.	Uses analysis-related terminology simply, with some accuracy .	Uses analysis-related terminology accurately .	Uses analysis-related terminology confidently .	Uses analysis-related terminology convincingly to discuss features of the text.	Uses analysis-related terminology convincingly and with some insight to discuss features of the text.	Uses analysis-related terminology insightfully 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 some appropriate quotations and evidence from the text.	Provides clearly relevant quotations and evidence from the text.	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).
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to show us how our experiences can help us to understand ourselves. 							

N0 = No response; no relevant evidence.