

Assessment Schedule – 2019

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>Analysing significant aspects of unfamiliar written text(s) 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>Convincingly analysing significant aspects of unfamiliar written text(s) 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>Perceptively analysing significant aspects of unfamiliar written text(s) 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: PROSE (Text A: “Boing Boing, Boing Boing”)

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 creates a sense of frustration with her life. 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 a sense of frustration with her life. 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 a sense of frustration with her life. Supports the analysis with some convincing interpretation of the impact of techniques. Shows some understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses how the writer creates a sense of frustration with her life. Supports the analysis with a convincing interpretation of the impact of techniques. Shows understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses, with some insight , how the writer creates a sense of frustration with her life. 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 .	Insightfully analyses how the writer creates a sense of frustration with her life. 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 convincingly and with some insight .
May include some evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides appropriate evidence from the text.	Provides appropriate evidence from the text.	Weaves a range of appropriate evidence throughout the response.	Weaves a range of convincing evidence throughout the response.	Weaves a range of convincing and possibly insightful evidence throughout the response.	Weaves a range of convincing and insightful evidence throughout the response.
<i>The writer's purpose may be:</i> <ul style="list-style-type: none"> • to show that modern, busy life can be very demanding • to show that the writer needs some respite from her busy life. 							

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “Missing the Magic”)

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 an appreciation for the moon. 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 an appreciation for the moon. 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 an appreciation for the moon. Supports the analysis with some convincing interpretation of the impact of techniques. Shows some understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses how the writer shows an appreciation for the moon. Supports the analysis with a convincing interpretation of the impact of techniques. Shows understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses, with some insight , how the writer shows an appreciation for the moon. 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 .	Insightfully analyses how the writer shows an appreciation for the moon. 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 convincingly and with some insight .
May include some evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides appropriate evidence from the text.	Provides appropriate evidence from the text.	Weaves a range of appropriate evidence throughout the response.	Weaves a range of convincing evidence throughout the response.	Weaves a range of convincing and possibly insightful evidence throughout the response.	Weaves a range of convincing and insightful evidence throughout the response.
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to reflect on the magic of the world that we often miss • to express the fascination he sees in nature at night. 							

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “A Capital Adventure”)

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 promotes Wellington as an exciting place for a family holiday.	Clearly explains how the writer promotes Wellington as an exciting place for a family holiday.	Analyses how the writer promotes Wellington as an exciting place for a family holiday.	Clearly analyses how the writer promotes Wellington as an exciting place for a family holiday.	Clearly analyses, with some insight , how the writer promotes Wellington as an exciting place for a family holiday.	Insightfully analyses how the writer promotes Wellington as an exciting place for a family holiday.
	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.	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 convincingly .	Uses analysis-related terminology convincingly .	Uses analysis-related terminology convincingly and with some insight .	Uses analysis-related terminology convincingly and with some insight .
May include some evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides appropriate evidence from the text.	Provides appropriate evidence from the text.	Weaves a range of appropriate evidence throughout the response.	Weaves a range of convincing evidence throughout the response.	Weaves a range of convincing and possibly insightful evidence throughout the response.	Weaves a range of convincing and insightful evidence throughout the response.
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to promote Wellington as a family holiday destination • to show that parents and children might appreciate different things on a family holiday. 							

N0 = No response; no relevant evidence.