

## Assessment Schedule – 2019

### English: Respond critically to specified aspect(s) of studied written text(s), supported by evidence (91472)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Responding <b>critically</b> to specified aspect(s) of studied written text(s), with supporting evidence</i> involves developing the focus and scope of an argument discussing the aspect(s), and integrating a range of relevant points, supported by accurate and relevant evidence.</p> <p>The argument will be communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.</p>	<p><i>Responding <b>critically and convincingly</b> to specified aspect(s) of studied written text(s), with supporting evidence</i> involves making discerning, informed responses to the aspect(s), supported by accurate and relevant evidence.</p> <p>The argument will be communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.</p>	<p><i>Responding <b>critically and perceptively</b> to specified aspect(s) of studied written text(s), with supporting evidence</i> involves making sophisticated and insightful and / or original responses to the aspect(s), integrated with accurate and relevant evidence.</p> <p>The argument may include explanation of how significant aspects of the text(s) communicate ideas about contexts such as human experience, society, and the wider world.</p>

“Specified aspects” are selected (as per Explanatory Note 3 of the standard) from:

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. figurative language, syntax, style, symbolism, diction, vocabulary, sound devices)
- structures (e.g. narrative sequence, beginnings and endings).

#### Evidence

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

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to demonstrate an understanding of a specified aspect of the text(s).	Shows some limited understanding of a specified aspect of the text(s).	Shows <b>some understanding</b> of a specified aspect of the text(s).	Shows <b>a good understanding</b> of a specified aspect of the text(s), but may have an inconsistent approach.	Shows <b>some convincing understanding</b> of a specified aspect of the text(s), but may be inconsistent.	Shows <b>a sound and convincing understanding</b> of a specified aspect of the text(s).	Shows <b>some insight and perception</b> about a specified aspect of the text(s) and how it relates to the rest of the text(s), or to other context(s) such as human experience, society, and the wider world.	Shows <b>insight and perception</b> about a specified aspect of the text(s) and how it relates to the rest of the text(s), or to other context(s) such as human experience, society, and the wider world.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Demonstrates weaknesses in style and / or organisation.</p> <p>Includes little direct evidence or quotation from the text(s) that may be relevant to the discussion.</p>	<p>Develops a simple argument.</p> <p>Shows a limited familiarity with the text(s).</p> <p>Gives some evidence of a critical response.</p> <p>Uses simple vocabulary accurately to discuss the text(s).</p> <p>Focuses mainly on summarising the content of the text.</p> <p>Includes some evidence that may be relevant to the discussion.</p>	<p>Develops a <b>relevant</b> argument.</p> <p>Shows <b>some evidence of familiarity and engagement</b> with the text(s).</p> <p>Communicates a <b>straightforward</b> critical response.</p> <p>Demonstrates <b>some ability</b> to use writing conventions.</p> <p>May follow the format of an essay structure, but with some weaknesses in organisation.</p> <p>Attempts to support the discussion with <b>appropriate evidence</b>.</p>	<p>Develops a <b>relevant and focused</b> argument.</p> <p>Shows <b>evidence of familiarity and engagement</b> with the text(s).</p> <p>Clearly communicates a <b>focused</b> critical response.</p> <p>Demonstrates an <b>ability</b> to use writing conventions.</p> <p>Follows the format of an essay structure in a focused manner and addresses the statement fully.</p> <p>Supports the discussion with <b>appropriate evidence</b> from the text(s).</p>	<p>Develops a <b>partially convincing</b> argument that demonstrates <b>some maturity and discernment</b> in evaluating the text(s).</p> <p>Shows an <b>accurate knowledge</b> of and <b>convincing engagement</b> with the text(s), which may move beyond the text(s) in critical analysis, with partial success.</p> <p>Begins to develop an <b>informed</b> critical response (inferences based on personal understanding and awareness of themes, craft, and purpose, etc.).</p> <p>Makes <b>some accurate</b> use of academic writing conventions and style features, but may include <b>irrelevancies</b> and / or clumsiness.</p> <p>Writes a structured answer that has an introduction, linked paragraphs, and a conclusion, and addresses the statement with confidence.</p> <p>Provides a <b>range of appropriate evidence</b> woven into the response that supports the discussion.</p>	<p>Develops a <b>convincing</b> argument that demonstrates <b>some maturity and discernment</b> in evaluating the text(s).</p> <p>Shows <b>comprehensive knowledge</b> of and <b>convincing engagement</b> with the text(s), which may move beyond the text(s) in critical analysis.</p> <p>Develops an <b>informed</b> critical response (inferences are made based on personal understanding and awareness of themes, craft, and purpose, etc.).</p> <p>Makes <b>some accurate</b> use of academic writing conventions and style features, but may include <b>minor irrelevancies</b> and / or clumsiness.</p> <p>Writes, with a sense of deliberate crafting, a structured answer that has an introduction, linked paragraphs, and a conclusion.</p> <p>Provides a <b>range of appropriate detail and evidence</b> woven into the response that supports the discussion.</p>	<p>Develops a <b>partially original or insightful</b> argument that demonstrates <b>maturity and insight</b> in evaluating the text(s) in terms of the statement.</p> <p>Shows <b>insight in engagement</b> with the text(s), and may link successfully to context(s) outside the text(s).</p> <p>Makes a <b>judicious</b> personal response to the text(s), demonstrating <b>some critical insight and appreciation</b>, and may move beyond the text(s) in evaluation.</p> <p>Makes <b>mostly accurate</b> use of academic writing conventions in a response that is articulate and shows some originality of expression.</p> <p>Writes a cohesive, deliberately planned response with scope and focus.</p> <p>Provides <b>insightful detail and evidence</b> woven into the response that supports the discussion.</p>	<p>Develops an <b>original or insightful argument</b> or interpretation that demonstrates <b>maturity and insight</b> in evaluating the text(s) in terms of the statement.</p> <p>Shows <b>insight in engagement</b> with the text(s), and may make links between the statement and context(s) outside the text(s).</p> <p>Makes a <b>judicious and sophisticated</b> personal response to the text(s), demonstrating <b>critical insight and appreciation</b>, and may move beyond the text(s) in evaluation.</p> <p>Makes <b>accurate</b> use of academic writing conventions in a response that is articulate and shows some originality of expression.</p> <p>Writes a lucid essay with scope and focus that establishes a cohesive, integrated response.</p> <p>Provides <b>generous and insightful detail and evidence</b> woven into the response that supports and expands the discussion.</p>

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 2	3 – 4	5 – 6	7 – 8