

**Assessment Schedule – 2021****English: Respond critically to specified aspect(s) of studied written text(s), supported by evidence (91472)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Responding <b>critically</b> to specified aspect(s) of studied written text(s), with supporting evidence, 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.</i></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, involves making discerning, informed responses to the aspect(s), supported by accurate and relevant evidence.</i></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, involves making sophisticated and insightful and / or original responses to the aspect(s), integrated with accurate and relevant evidence.</i></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).

**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

## Evidence

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

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to demonstrate an understanding of a specified aspect of the text(s).</p>	<p>Shows some limited understanding of a specified aspect of the text(s).</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>Shows <b>some understanding</b> of a specified aspect of the text(s).</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>Shows a <b>good understanding</b> of a specified aspect of the text(s), but may have an inconsistent approach.</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>Shows <b>some convincing understanding</b> of a specified aspect of the text(s), but may be inconsistent.</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>Shows a <b>sound and convincing understanding</b> of a specified aspect of the text(s).</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>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.</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>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.</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>

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>Focuses mainly on summarising the content of the text.</p> <p>Includes some evidence that may be relevant to the discussion.</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>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>Writes a structured answer that has an introduction, linked paragraphs, and a conclusion, and addresses the statement with confidence.</p> <p>Provides <b>a range of appropriate evidence</b> woven into the response that supports the discussion.</p>	<p>Writes, with a sense of deliberate crafting, a structured answer that has an introduction, linked paragraphs, and a conclusion.</p> <p>Provides <b>a range of appropriate detail and evidence</b> woven into the response that supports the discussion.</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>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>

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