

Assessment Schedule – 2014

English: Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence (91473)

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| <p>Responding critically to specified aspect(s) of studied visual or oral text(s), with supporting evidence, involves clearly 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 response will be communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.</p> | <p>Responding critically and convincingly to specified aspect(s) of studied visual or oral text(s), with supporting evidence, involves making discerning, informed critical responses to the aspect(s), supported by accurate and relevant evidence.</p> | <p>Responding critically and perceptively to specified aspect(s) of studied visual or oral text(s), with supporting evidence, involves making sophisticated and insightful or original critical responses to the aspect(s), integrated with accurate and relevant evidence.</p> <p>The response 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 (eg character, theme, setting)
- language features (eg cinematography, mise-en-scène, editing, production design, sound, performance, rhetorical devices)
- structures (eg narrative sequence, beginnings and endings).

Evidence Statement

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

| Not Achieved | | Achievement | | Achievement with Merit | | Achievement with Excellence | |
|--|---|---|--|---|---|--|---|
| 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). Develops a simple argument. | Shows some understanding of a specified aspect of the text(s). Develops a relevant argument. | Shows a good understanding of a specified aspect of the text(s), but may have an inconsistent approach. Develops a relevant and focused argument. | Shows some convincing understanding of a specified aspect of the text(s), but may be inconsistent. Develops a partially convincing argument. | Shows sound and convincing understanding of a specified aspect of the text(s). Develops a convincing argument. | Shows some insight and perception 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. Develops a partially insightful argument. | Shows insight and perception about a specified aspect of the text 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. Develops an insightful argument or interpretation. |

| 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>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 plot.</p> <p>Includes some evidence that may be relevant to the discussion.</p> | <p>Shows some evidence of familiarity and engagement with the text(s).</p> <p>Communicates a straightforward critical response.</p> <p>Demonstrates some ability 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 discussion with appropriate evidence.</p> | <p>Shows evidence of familiarity and engagement with the text(s).</p> <p>Clearly communicates a focused critical response.</p> <p>Demonstrates an ability 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 specific evidence from the text(s).</p> | <p>Demonstrates some maturity and perception in evaluating the text(s).</p> <p>Shows an accurate knowledge of and convincing engagement with the text(s), which may move beyond the text(s) in critical analysis, with partial success.</p> <p>Begins to develop an informed critical response (inferences based on personal understanding and awareness of themes, craft, and purpose, etc).</p> <p>Makes some accurate use of academic writing conventions and style features, but may include irrelevancies 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 range of appropriate evidence woven into the response that supports the discussion.</p> | <p>Demonstrates some maturity and perception in evaluating the text(s).</p> <p>Shows comprehensive knowledge of and convincing engagement with the text(s), which may move beyond the text(s) in critical analysis.</p> <p>Develops an informed critical response (inferences are made based on personal understanding and awareness of themes, craft, and purpose, etc).</p> <p>Makes some accurate use of academic writing conventions and style features, but may include some irrelevancies 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 range of appropriate detail and evidence woven into the response that supports the discussion.</p> | <p>Demonstrates maturity and insight in evaluating the text(s) in terms of the statement.</p> <p>Shows insight in engagement with the text(s), and may link successfully to context(s) outside of the text(s).</p> <p>Makes a judicious personal response to the text(s), demonstrating some critical insight and appreciation, and may move beyond the text(s) in evaluation.</p> <p>Makes mostly accurate 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 insightful detail and evidence woven into the response that supports the discussion.</p> | <p>Demonstrates maturity and insight in evaluating the text(s) in terms of the statement.</p> <p>Shows insight in engagement with the text(s), and may make links between the statement and context(s) outside of the text(s).</p> <p>Makes a judicious and sophisticated personal response to the text(s), demonstrating critical insight and appreciation, and may move beyond the text(s) in evaluation.</p> <p>Makes accurate use of academic writing conventions.</p> <p>Writes a lucid essay with scope and focus that establishes a cohesive integrated response.</p> <p>Provides generous and insightful detail and evidence woven into the response that supports and expands the discussion.</p> |

N0 = No response; no relevant evidence.

Cut Scores

| | Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------------|---------------------|--------------------|-------------------------------|------------------------------------|
| Score range | 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |