

## Assessment Schedule – 2015

### English: Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence (91474)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Responding critically to unfamiliar written texts through close reading, using supporting evidence involves making evaluative interpretations and judgements about significant aspects of the texts, supported by accurate and relevant evidence.	Responding critically and convincingly to unfamiliar written texts through close reading, using supporting evidence involves making discerning, informed critical responses to significant aspects of the texts, supported by accurate and relevant evidence.	Responding critically and perceptively to unfamiliar written texts through close reading, using supporting evidence involves making sophisticated and insightful or original critical responses to significant aspects of the texts, integrated with accurate and relevant evidence.  The response may include explanation of how significant aspects communicate ideas about contexts such as human experience, society, and the wider world.

“Aspects” of the written texts may include (as per Explanatory Note 4 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, diction, vocabulary, sound devices)
- structures (e.g. 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.
- The evidence in this Assessment Schedule offers one example of the skill required to achieve at each level. Each response must be marked for skills displayed, and not for accuracy of content knowledge or agreement with expert interpretations 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: POETRY (Text A: “Dormant”)**

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> an idea from the text about childhood</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about childhood.</p>	<p><b>Identifies</b> an idea from the text about childhood.</p> <p>Gives an example of an aspect of written texts with a tenuous link to the identified idea.</p> <p>Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.</p>	<p><b>Begins to present a critical discussion</b> of the writer’s exploration of the nature of childhood.</p> <p>Gives an example of at least <b>TWO valid</b> aspects of written texts (one may be weaker or less specific than the other).</p> <p>Makes a <b>relevant comment</b> about how the aspects are effective in conveying the writer’s ideas about the nature of childhood.</p>	<p><b>Presents a critical discussion</b> of the writer’s exploration of the nature of childhood.</p> <p>Gives an example of at least <b>TWO valid and specific</b> aspects of written texts.</p> <p>Makes a <b>relevant comment</b> about how the aspects are effective in conveying the writer’s ideas about the nature of childhood.</p>	<p><b>Presents a convincing critical discussion</b> of the writer’s exploration of the nature of childhood.</p> <p>Gives an example of at least <b>TWO valid and specific</b> aspects of written texts.</p> <p>Presents a <b>valid and detailed discussion</b> of how the aspects are effective in conveying the writer’s ideas about the nature of childhood.</p> <p>Demonstrates a <b>convincing awareness</b> of the writer’s ideas about the nature of childhood, and may trace the development of this throughout the text.</p>	<p><b>Presents a convincing critical discussion</b> of the writer’s exploration of the nature of childhood.</p> <p>Gives an example of at least <b>TWO valid and specific</b> aspects of written texts.</p> <p>Presents a <b>valid, detailed and discerning discussion</b> of how the aspects are effective in conveying the writer’s ideas about the nature of childhood.</p> <p>Demonstrates a <b>convincing awareness</b> of the writer’s ideas about the nature of childhood, and <b>traces the development</b> of this throughout the text.</p>	<p><b>Presents a perceptive critical discussion</b> of the writer’s exploration of the nature of childhood.</p> <p>Gives an example of at least <b>TWO valid and specific</b> aspects of written texts.</p> <p>Presents an <b>insightful and discerning critical discussion</b> of how the aspects are effective in conveying the writer’s ideas about the nature of childhood.</p> <p>Demonstrates an <b>integrated and perceptive awareness</b> of the writer’s ideas about the nature of childhood, and <b>traces the development</b> of this throughout the text; may draw on wider issues beyond the text.</p>	<p><b>Presents a perceptive critical discussion</b> of the writer’s exploration of the nature of childhood.</p> <p>Gives an example of at least <b>TWO valid and specific</b> aspects of written texts.</p> <p>Presents an <b>insightful, sophisticated and discerning critical discussion</b> of how the aspects are effective in conveying the writer’s ideas about the nature of childhood.</p> <p>Demonstrates an <b>integrated and perceptive awareness</b> of the writer’s ideas about the nature of childhood, and <b>traces the development</b> of this throughout the text; may draw on wider issues beyond the text.</p>

*The discussion might include reference to ideas such as:*

- much of childhood is lived in the imagination (“secrets ... scheme ... plot ... what-if” – lines 19–20) where abstract possibilities are not distinguished from reality (“they’ve already decided ... they’ll have perfected one single magnificent glinting invention” – lines 4–8)
- the children’s world of extremes – activity followed by exhaustion (“like a fountain turned down” – line 41) – and imaginative freedom is contrasted with and constrained by the “normal, boring, reassuring bargains” and routines (“in bed by eight”) of the adult world (lines 13–15)
- a separation / distance between the worlds of adult and child is established (“we’ve ... they’re ... they’ll” – lines 1–9; “they look at me” – line 26)
- the cares of the adult world (“[We] ... fret about the state of the world to come” – lines 1–2) is contrasted with the carefree innocence of the children’s imagination (“they’re not scared” – line 4)
- children are the hope of the future – both in their own imaginations (“they’ll ... defend the entire planet” – lines 7–9) and more perhaps more literally, in the eyes of the adult (“yes ... you can save the world” – lines 15–16).

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

**QUESTION TWO: PROSE (Text B: “Baking with my Mother”)**

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> an idea from the text about being an outsider</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about being an outsider.</p>	<p><b>Identifies</b> an idea from the text about being an outsider.</p> <p>Gives an example of an aspect of written texts with a tenuous link to the identified idea.</p> <p>Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.</p>	<p><b>Begins to present a critical discussion</b> of the writer’s exploration of the idea of being an outsider.</p> <p>Gives an example of at least TWO <b>valid</b> aspects of written texts (one may be weaker or less specific than the other).</p> <p>Makes a <b>relevant comment</b> about how the aspects are effective in conveying the writer’s ideas about being an outsider.</p>	<p><b>Presents a critical discussion</b> of the writer’s exploration of the idea of being an outsider.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Makes a <b>relevant comment</b> about how the aspects are effective in conveying the writer’s ideas about being an outsider.</p>	<p><b>Presents a convincing critical discussion</b> of the writer’s exploration of the idea of being an outsider.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents a <b>valid and detailed discussion</b> of how the aspects are effective in conveying the writer’s ideas about being an outsider.</p> <p>Demonstrates a <b>convincing awareness</b> of the writer’s ideas about being an outsider, and may trace the development of this throughout the text.</p>	<p><b>Presents a convincing critical discussion</b> of the writer’s exploration of the idea of being an outsider.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents a <b>valid, detailed and discerning discussion</b> of how the aspects are effective in conveying the writer’s ideas about being an outsider.</p> <p>Demonstrates a <b>convincing awareness</b> of the writer’s ideas about being an outsider, and <b>traces the development</b> of this throughout the text.</p>	<p><b>Presents a perceptive critical discussion</b> of the writer’s exploration of the idea of being an outsider.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents an <b>insightful and discerning critical discussion</b> of how the aspects are effective in conveying the writer’s ideas about being an outsider.</p> <p>Demonstrates an <b>integrated and perceptive awareness</b> of the writer’s ideas about being an outsider, and <b>traces the development</b> of this throughout the text; may draw on wider issues beyond the text.</p>	<p><b>Presents a perceptive critical discussion</b> of the writer’s exploration of the idea of being an outsider.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents an <b>insightful, sophisticated and discerning critical discussion</b> of how the aspects are effective in conveying the writer’s ideas about being an outsider.</p> <p>Demonstrates an <b>integrated and perceptive awareness</b> of the writer’s ideas about being an outsider, and <b>traces the development</b> of this throughout the text; may draw on wider issues beyond the text.</p>

*The discussion might include reference to ideas such as:*

- people in the same family / of different generations can live in different worlds – the writer is integrated in the society while her mother is not
- gender difference can lead to being an outsider within your own family (“In a house awash with testosterone, it was the only girls’ time we were able to chisel out” – lines 7–8)
- the mother is a “transplant” from “a ... more exotic place” (line 10) – although she may be an outsider, her identity remains secure / whole / intact
- a person’s identity isn’t something they can avoid or change (“it wasn’t in her DNA” – line 10); despite physical relocation, we carry our identity with us (“in her world” – line 31)
- being an outsider can result from unfamiliarity with social expectations (the mother is unable to bake with the skill naturally expected of “other mothers” – line 11), customs (“bring a plate” – line 15), or priorities, and she brings the different priorities from her place of origin to her new country (“she was a woman untroubled by the cult of perfectionism” – lines 28–29)
- food is a marker of difference (“Give her a cup of rice, some spices and a cheap cut of meat and she could conjure up a feast. But baking ...” – lines 11–12)

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

**QUESTION THREE: Comparison of the texts**

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> an inter-generational relationship in ONE text</p> <p><b>OR</b></p> <p>Gives an example of an aspect of written texts without accurately identifying a relationship.</p>	<p><b>Identifies</b> an inter-generational relationship in ONE text.</p> <p>Gives an example of an aspect of written texts with only a tenuous link to the identified relationship.</p> <p>Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.</p>	<p><b>Begins to present a critical discussion</b> of the ways the writers relate to people of another generation.</p> <p>May attempt to compare and / or contrast the texts.</p> <p>Gives an example of at least ONE <b>valid</b> aspect of written texts used in EACH text (one may be weaker or less specific than the other).</p> <p>Makes a <b>relevant comment</b> about how the aspects are effective in conveying the way the writers relate to people of another generation.</p>	<p><b>Presents a critical discussion</b> comparing the ways the writers relate to people of another generation.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Makes a <b>relevant comment</b> about how the aspects are effective in conveying the way the writers relate to people of another generation.</p>	<p><b>Presents a convincing critical discussion</b> comparing the ways the writers relate to people of another generation.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Presents a <b>valid and detailed discussion</b> of how the aspects are effective in conveying the way the writers relate to people of another generation.</p>	<p><b>Presents a convincing critical discussion</b> comparing the ways the writers relate to people of another generation.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Presents a <b>valid, detailed and discerning discussion</b> of how the aspects are effective in conveying the way the writers relate to people of another generation.</p>	<p><b>Presents a perceptive critical discussion</b> comparing the ways the writers relate to people of another generation.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Presents an <b>insightful and discerning critical discussion</b> of how the aspects are effective in conveying the way the writers relate to people of another generation.</p> <p><b>Demonstrates an understanding</b> of the significance of the relationship to the writer(s) and society; may draw on wider issues beyond the text.</p>	<p><b>Presents a perceptive critical discussion</b> comparing the ways the writers relate to people of another generation, showing <b>perception and insight</b>.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Presents an <b>insightful, sophisticated and discerning critical discussion</b> of how the aspects are effective in conveying the way the writers relate to people of another generation.</p> <p><b>Demonstrates an understanding</b> of the significance of the relationship to the writer(s) and society; may draw on wider issues beyond the text.</p>
<p><i>The discussion might refer to the nature of the intergenerational relationships as:</i></p> <p>Text A: protective, critical, inspirational, appreciative, permissive</p> <p>Text B: critical, intimate, inspirational, pragmatic, frustrated</p>							
<p><i>Discussion of <u>similarities</u> in aspects of the texts could include observations that:</i></p> <ul style="list-style-type: none"> <li>• in both texts, the writer shows fondness for the other generation – the daughter for the mother, and the parent for the children</li> <li>• in both texts, the children are loved and nurtured by the parent</li> <li>• in both texts, the writer is separate from / cannot enter the world of the other generation</li> <li>• in both texts, there is an element of criticism of the limitations / customs / routines of the adult world.</li> </ul>				<p><i>Discussion of <u>contrasting</u> aspects of the texts could include observations that:</i></p> <ul style="list-style-type: none"> <li>• Text A is urgent and lively in places, and looks to the future; Text B is more reflective and focused on the past</li> <li>• in Text A the voice is the adult's, and the child's point-of-view is presented by the writer; in Text B, the voice is the child's, with the power to judge or try to understand the mother</li> <li>• in Text A the parent is in awe of the children's potential; in Text B the child is acutely aware of, and possibly embarrassed by, what she perceives as her mother's shortcomings</li> <li>• the tone of Text A is wistful; the tone of Text B is pragmatic.</li> </ul>			

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