

Assessment Schedule – 2019

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
<p>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.</p>	<p>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.</p>	<p>Responding critically and perceptively to unfamiliar written texts through close reading, using supporting evidence involves making sophisticated and insightful and / or original critical responses to significant aspects of the texts, integrated with accurate and relevant evidence.</p> <p>The response may include explanation of how significant aspects communicate ideas about contexts such as human experience, society, and the wider world.</p>

“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’s response may exceed the space provided, or a concise response may use less than the given space. For Merit or 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 the 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 – 7	8 – 12	13 – 18	19 – 24

Evidence

QUESTION ONE: PROSE (Text A: “Troubled Waters”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies an idea from the text about ongoing change</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about ongoing change.</p>	<p>Identifies an idea from the text about ongoing change.</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>Begins to present a critical discussion of the writer’s exploration of ongoing change.</p> <p>Gives an example of at least TWO valid aspects of written texts (one may be weaker or less specific than the other).</p> <p>Makes a relevant comment on how the aspects are used by the writer to explore ongoing change.</p>	<p>Presents a critical discussion of the writer’s exploration of ongoing change.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Makes a relevant comment on how the aspects are used by the writer to explore ongoing change.</p>	<p>Presents a convincing critical discussion of the writer’s exploration of ongoing change.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Presents a valid discussion, with some detail, of how the aspects are used by the writer to explore ongoing change.</p> <p>Demonstrates a convincing awareness of the writer’s exploration of ongoing change.</p>	<p>Presents a convincing critical discussion of the writer’s exploration of ongoing change.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Presents a valid and detailed discussion of how the aspects are used by the writer to explore ongoing change.</p> <p>Demonstrates a convincing awareness of the writer’s exploration of ongoing change, and attempts to trace the development of ideas throughout the text.</p>	<p>Presents a perceptive critical discussion of the writer’s exploration of ongoing change.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Presents an insightful or discerning critical discussion of how the aspects are used by the writer to explore ongoing change.</p> <p>Demonstrates an integrated and perceptive awareness of the writer’s exploration of ongoing change, and traces the development of ideas throughout the text.</p>	<p>Presents a perceptive critical discussion of the writer’s exploration of ongoing change.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Presents a consistently insightful or discerning critical discussion of how the aspects are used by the writer to explore ongoing change.</p> <p>Demonstrates an integrated and perceptive awareness of the writer’s exploration of ongoing change, and traces the development of ideas throughout the text.</p>
<p><i>The discussion might include reference to aspects of the written text such as:</i></p> <ul style="list-style-type: none"> • audiences and purposes • ideas (e.g. the writer’s increasing concern / sense of balance / sense of time passing / changes in relationships) • language features (e.g. figurative language, emotive language, symbolism, allusion, and rhetorical question) • structures (e.g. narrative sequence, chronology, general to specific). 							

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “Whirlpool”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies an idea from the text about the experience of danger</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about the experience of danger.</p>	<p>Identifies an idea from the text about the experience of danger.</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>Begins to present a critical discussion of the writer’s exploration of the experience of danger.</p> <p>Gives an example of at least TWO valid aspects of written texts (one may be weaker or less specific than the other).</p> <p>Makes a relevant comment on how the aspects convey the writer’s exploration of the experience of danger.</p>	<p>Presents a critical discussion of the writer’s exploration of the experience of danger.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Makes a relevant comment on how the aspects convey the writer’s exploration of the experience of danger.</p>	<p>Presents a convincing critical discussion of the writer’s exploration of the experience of danger.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Presents a valid discussion, with some detail, of how the aspects convey the writer’s exploration of the experience of danger.</p> <p>Demonstrates a convincing awareness of the writer’s exploration of the experience of danger.</p>	<p>Presents a convincing critical discussion of the writer’s exploration of the experience of danger.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Presents a valid and detailed discussion of how the aspects convey the writer’s exploration of the experience of danger.</p> <p>Demonstrates a convincing awareness of the writer’s exploration of the experience of danger, and attempts to trace the development of ideas throughout the text.</p>	<p>Presents a perceptive critical discussion of the writer’s exploration of the experience of danger.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Presents an insightful or discerning critical discussion of how the aspects convey the writer’s exploration of the experience of danger.</p> <p>Demonstrates an integrated and perceptive awareness of the writer’s exploration of the experience of danger, and traces the development of ideas throughout the text.</p>	<p>Presents a perceptive critical discussion of the writer’s exploration of the experience of danger.</p> <p>Gives an example of at least TWO valid and specific aspects of written texts.</p> <p>Presents a consistently insightful or discerning critical discussion of how the aspects convey the writer’s exploration of the experience of danger.</p> <p>Demonstrates an integrated and perceptive awareness of the writer’s exploration of the experience of danger, and traces the development of ideas throughout the text.</p>
<p><i>The discussion might include reference to aspects of the written text such as:</i></p> <ul style="list-style-type: none"> • audiences and purposes • ideas (e.g. fear, discomfort, relief as elements of the experience of danger) • language features (e.g. personification, listing, emotive language, simile, and onomatopoeia) • structures (e.g. stanza variation; the text follows a physical journey). 							

N0 = No response; no relevant evidence.

QUESTION THREE: Comparison of the texts

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies an idea about the way people relate to rivers in ONE text</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about a way people relate to rivers.</p>	<p>Identifies an idea about the way people relate to rivers in ONE text.</p> <p>Gives an example of an aspect of written texts with 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>Begins to present a critical discussion of how the writers portray the way people relate to rivers.</p> <p>May attempt to compare and / or contrast the texts.</p> <p>Gives an example of at least ONE valid aspect of written texts used in EACH text (one may be weaker or less specific than the other).</p> <p>Makes a relevant comment on how the aspects convey the writers' views of the way people relate to rivers.</p>	<p>Presents a critical discussion comparing how the writers portray the way people relate to rivers.</p> <p>Gives an example of at least ONE valid and specific aspect of written texts used in EACH text.</p> <p>Makes a relevant comment on how the aspects convey the writers' views of the way people relate to rivers.</p>	<p>Presents a convincing critical discussion comparing how the writers portray the way people relate to rivers.</p> <p>Gives an example of at least ONE valid and specific aspect of written texts used in EACH text.</p> <p>Presents a valid discussion, with some detail, of how the aspects convey the writers' views of the way people relate to rivers.</p>	<p>Presents a convincing critical discussion comparing how the writers portray the way people relate to rivers.</p> <p>Gives an example of at least ONE valid and specific aspect of written texts used in EACH text.</p> <p>Presents a valid and detailed discussion of how the aspects convey the writers' views of the way people relate to rivers.</p>	<p>Presents a perceptive critical discussion comparing how the writers portray the way people relate to rivers.</p> <p>Gives an example of at least ONE valid and specific aspect of written texts used in EACH text.</p> <p>Presents an insightful or discerning critical discussion of how the aspects convey the writers' views of the way people relate to rivers.</p> <p>Demonstrates an understanding of the significance to the writers of the way people relate to rivers.</p>	<p>Presents a perceptive critical discussion comparing how the writers portray the way people relate to rivers.</p> <p>Gives an example of at least ONE valid and specific aspect of written texts used in EACH text.</p> <p>Presents a consistently insightful or discerning critical discussion of how the aspects convey the writers' views of the way people relate to rivers.</p> <p>Demonstrates an understanding of the significance to the writers of the way people relate to rivers; may draw on contexts beyond the texts.</p>
<p><i>The discussion might include reference to:</i></p> <ul style="list-style-type: none"> • care and carelessness; comfort and discomfort; rivers as inanimate entities and sentient beings • looking globally and looking personally • dismay and celebration • positive and negative “exploitation” of rivers • the active / passive participant in the relationship (e.g. human land use threatening a river vs a river threatening a boat full of humans). 							

N0 = No response; no relevant evidence.