

Assessment Schedule – 2021

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 judgments 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: Poetry (Text A: “On being unwilling to click ‘I forgot my password’”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies an idea from the text about feelings associated with forgetting.</p> <p>OR</p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about feelings associated with forgetting.</p>	<p>Identifies an idea from the text about feelings associated with forgetting.</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 feelings associated with forgetting.</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 feelings associated with forgetting.</p>	<p>Presents a critical discussion of the writer’s exploration of feelings associated with forgetting.</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 feelings associated with forgetting.</p>	<p>Presents a convincing critical discussion of the writer’s exploration of feelings associated with forgetting.</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 feelings associated with forgetting.</p> <p>Demonstrates a convincing awareness of the writer’s exploration of feelings associated with forgetting.</p>	<p>Presents a convincing critical discussion of the writer’s exploration of feelings associated with forgetting.</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 feelings associated with forgetting.</p> <p>Demonstrates a convincing awareness of the writer’s exploration of feelings associated with forgetting, and attempts to trace the development of ideas throughout the text.</p>	<p>Presents a perceptive critical discussion of the writer’s exploration of feelings associated with forgetting.</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 feelings associated with forgetting.</p> <p>Demonstrates an integrated and perceptive awareness of the writer’s exploration of feelings associated with forgetting, and traces the development of ideas throughout the text.</p>	<p>Presents a perceptive critical discussion of the writer’s exploration of feelings associated with forgetting.</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 feelings associated with forgetting.</p> <p>Demonstrates an integrated and perceptive awareness of the writer’s exploration of feelings associated with forgetting, and traces the development of ideas throughout the text.</p>

The discussion might include reference to aspects of the written text such as:

- audiences and purposes
- ideas (e.g. forgetting as: the cause of inconvenience or disruption; the source of feelings of helplessness or panic)
- language features (e.g. figurative language; emotive language; register; listing; and personal pronouns)
- structures (e.g. narrative sequence; chronology; episodic presentation; range of alternatives).

N0 = No response; no relevant evidence.

QUESTION TWO: Prose (Text B: “Drive, she said”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies an idea from the text about the pursuit of goals.</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about the pursuit of goals.</p>	<p>Identifies an idea from the text about the pursuit of goals.</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 pursuit of goals.</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 pursuit of goals.</p>	<p>Presents a critical discussion of the writer’s exploration of the pursuit of goals.</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 pursuit of goals.</p>	<p>Presents a convincing critical discussion of the writer’s exploration of the pursuit of goals.</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 pursuit of goals.</p> <p>Demonstrates a convincing awareness of the writer’s exploration of the pursuit of goals.</p>	<p>Presents a convincing critical discussion of the writer’s exploration of the pursuit of goals.</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 pursuit of goals.</p> <p>Demonstrates a convincing awareness of the writer’s exploration of the pursuit of goals, 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 pursuit of goals.</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 pursuit of goals.</p> <p>Demonstrates an integrated and perceptive awareness of the writer’s exploration of the pursuit of goals, and traces the development of ideas throughout the text.</p>	<p>Presents a perceptive critical discussion of the writer’s exploration of the pursuit of goals.</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 pursuit of goals.</p> <p>Demonstrates an integrated and perceptive awareness of the writer’s exploration of the pursuit of goals, 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. pursuit of goals as a way of measuring failure; goals as stepping stones to success; goals giving direction; goals and the satisfaction of achievement) • language features (e.g. personal pronouns; extended multi-clause sentences; emotive language; and numbers (perhaps for exaggeration)) • structures (e.g. the text follows a journey through time; the text moves from failure to success; paragraphs focus on episodes). 							

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 ways people cope with challenges</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about the ways people cope with challenges.</p>	<p>Identifies an idea about the ways people cope with challenges.</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 ways people cope with challenges.</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 ways people cope with challenges.</p>	<p>Presents a critical discussion comparing how the writers portray the ways people cope with challenges.</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 ways people cope with challenges.</p>	<p>Presents a convincing critical discussion comparing how the writers portray the ways people cope with challenges.</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 ways people cope with challenges.</p>	<p>Presents a convincing critical discussion comparing how the writers portray the ways people cope with challenges.</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 ways people cope with challenges.</p>	<p>Presents a perceptive critical discussion comparing how the writers portray the ways people cope with challenges.</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 ways people cope with challenges.</p> <p>Demonstrates an understanding of the significance to the writers of the ways people cope with challenges.</p>	<p>Presents a perceptive critical discussion comparing how the writers portray the ways people cope with challenges.</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 ways people cope with challenges.</p> <p>Demonstrates an understanding of the significance to the writers of the views of the ways people cope with challenges; may draw on contexts beyond the texts.</p>
<p><i>The discussion might include reference to:</i></p> <ul style="list-style-type: none"> • challenges as belittling • challenges as emotional and uncomfortable • challenges that are met and unmet • challenges that give and take away control. 							

N0 = No response; no relevant evidence.