

Assessment Schedule – 2019

English: Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence (90851)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Showing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence involves:</i></p> <ul style="list-style-type: none"> • identifying / selecting / describing an aspect of the text (reading “on the lines”) • explaining the meaning or effect of that aspect. 	<p><i>Showing convincing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence involves:</i></p> <ul style="list-style-type: none"> • making a statement explaining an aspect of the text, with considerable further detail giving reasons to justify the explanation (reading “between the lines”) • making one or more comments in relation to how at least two aspects combine for effect. <p>A response may:</p> <ul style="list-style-type: none"> • use a range of examples to illustrate a point • include multiple points to show connections are being made. 	<p><i>Showing perceptive understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence involves:</i></p> <ul style="list-style-type: none"> • appreciating how significant aspects of the text communicate the writer’s purpose (reading “beyond the lines”) • synthesising points from across the text • exploring a theme with examples from throughout the text • showing understanding of the writer’s craft • relating the understanding of the writer’s purpose to the wider context of society and human experience.

“Aspects” of the written texts may include (as per Explanatory Note 3 of the standard):

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. figurative language, style, syntax, symbolism, vocabulary)
- structures (e.g. part text, whole text, narrative)
- text conventions (spelling, punctuation, grammar).

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24

Evidence

QUESTION ONE: NARRATIVE PROSE (Text A: “An encounter at the creek”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Gives an example of a language feature used to describe Herbert Muskie, without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature used to describe Herbert Muskie AND gives an appropriate example.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature used to describe Herbert Muskie AND gives an appropriate example.</p> <p>Shows understanding, through an appropriate explanation, of how the feature shows an aspect of Herbert Muskie.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature used to describe Herbert Muskie AND gives an appropriate example that clearly supports this choice.</p> <p>Shows a clear understanding, through an appropriate explanation, of how the feature shows an aspect of Herbert Muskie.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to create an impression of Herbert Muskie.</p> <p>Supports the response with at least one appropriate example, and may begin to combine examples.</p>	<p>Presents a thorough explanation of how significant aspects of the text <u>work together</u> to create an impression of Herbert Muskie.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer develops an impression of Herbert Muskie as simultaneously repellent / ominous and worthy of admiration.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to deliberately build up an impression of Herbert Muskie’s comfort and skill in the water and to contrast this with Colin’s negative assumptions about him because of his fatness.</p> <p>Shows an awareness of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows some understanding of the text in relation to wider contexts:</p> <p>e.g. prejudice towards fat people; the morality of spying on people’s private moments.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops an impression of Herbert Muskie as simultaneously repellent / ominous and worthy of admiration.</p> <p>Shows a clear appreciation of the writer’s purpose:</p> <p>Shows strong understanding of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows perceptive understanding of the text in relation to wider contexts:</p> <p>Supports the response with a range of appropriate examples.</p>

QUESTION TWO: POETRY (Text B: “On Joining Pasifica”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies ONE language feature used to describe the writer’s feelings about learning the dance OR quotes from the text without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature used to describe the writer’s feelings about learning the dance AND quotes appropriately from the text.</p>	<p>Shows understanding, through an appropriate explanation linked to quotation from the text, of the sincerity of the writer’s efforts in learning the dance.</p>	<p>Shows a clear understanding, through an appropriate explanation linked to quotation from the text, of the sincerity of the writer’s efforts in learning the dance.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to show the sincerity of the group’s efforts in learning the dance, and why this might be important to them.</p> <p>Supports the response with at least one appropriate example, and may begin to combine examples.</p>	<p>Presents a thorough explanation of how significant aspects of the text <u>work together</u> to show the sincerity of the group’s efforts in learning the dance, and why this might be important to them.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer develops our understanding of the motivation behind the effort involved in learning the dance.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to show the awkwardness / effort involved in finding a balance when belonging to two different cultures.</p> <p>Shows an awareness of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows some understanding of the text in relation to wider contexts:</p> <p>e.g. the importance of heritage; culture as a shared / collective experience.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops our understanding of the motivation behind the effort involved in learning the dance.</p> <p>Shows a clear appreciation of the writer’s purpose:</p> <p>Shows strong understanding of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows perceptive understanding of the text in relation to wider contexts:</p> <p>Supports the response with a range of appropriate examples.</p>

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “When cashiers open up new checkout lanes...”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies (or describes without accurately labelling) ONE language feature used to describe the writer’s feelings about the shopping experience OR gives an example of a language feature without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature used to describe the writer’s feelings about the shopping experience AND quotes appropriately from the text.</p>	<p>Shows understanding, through an appropriate explanation linked to quotation from the text, of how the feature shows the writer’s attitude towards his shopping experience.</p>	<p>Shows a clear understanding, through an appropriate explanation linked to quotation from the text, of how the feature shows the writer’s attitude towards his shopping experience.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to show the writer’s attitude towards his shopping experience changes from negative to positive.</p> <p>Supports the response with at least one appropriate example, and may begin to combine examples.</p>	<p>Presents a thorough explanation of how significant aspects of the text <u>work together</u> to show the writer’s attitude towards his shopping experience changes from negative to positive.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer develops our understanding that his attitude to shopping varies according to circumstance.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to show how happiness can be found in a mundane part of day-to-day life.</p> <p>Shows an awareness of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows some understanding of the text in relation to wider contexts:</p> <p>e.g. our and others’ (lack of) self-awareness; the inordinate significance to us of trivial things.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops our understanding that his attitude to shopping varies according to circumstance.</p> <p>Shows a clear appreciation of the writer’s purpose:</p> <p>Shows strong understanding of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows perceptive understanding of the text in relation to wider contexts:</p> <p>Supports the response with a range of appropriate examples.</p>

N0 = No response; no relevant evidence.