Assessment Schedule – 2011

English: Show understanding of specified aspect(s) of studied written text(s), using supporting evidence (90849)

Evidence Statement

Notes on question interpretation

The question stems help to indicate the levels at which the candidate is expected to respond:

- “Describe a …” requires the candidate to outline how specified ideas / style / language features apply to the text. This is an “on the lines” response to a text.
- “Explain how …” is scaffolded to lead the candidate towards a more convincing / perceptive response, “between the lines” and “beyond the lines.”
- To show convincing / perceptive understanding, the candidate needs to show an increasing awareness of the intention of the writer / creator, increasingly focusing on the writer / creator–audience relationship.

<table>
<thead>
<tr>
<th>N1</th>
<th>N2</th>
<th>A3</th>
<th>A4</th>
<th>M5</th>
<th>M6</th>
<th>E7</th>
<th>E8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to answer question, but does not address BOTH parts of the selected question and / or the response is not convincing.</td>
<td>Covers BOTH parts of the selected question (&quot;Describe …&quot; and &quot;Explain …&quot;), although the parts may be addressed unevenly and the response may not be fully convincing.</td>
<td>Answers BOTH parts of the selected question convincingly / with balance. Some unevenness is acceptable.</td>
<td>Answers BOTH parts of the selected question perceptively; the answer may interweave the two parts of the task.</td>
<td>The response:</td>
<td>makes clear, informed points that are relevant to the question being addressed</td>
<td>makes confident points that show some insight or originality in thought or interpretation</td>
<td>The response:</td>
</tr>
<tr>
<td>The response may be characterised by:</td>
<td>The response:</td>
<td>The response:</td>
<td>The response:</td>
<td>The response:</td>
<td>makes clear, informed points that are relevant to the question being addressed</td>
<td>makes confident points that show some insight or originality in thought or interpretation</td>
<td>The response:</td>
</tr>
<tr>
<td>• no understanding shown of the key concepts in the question’s key words</td>
<td>• has some relevance to the question being addressed</td>
<td>• includes clear, relevant details, usually using quotations, integrated into the answer.</td>
<td>• may exceed recommended minimum 200 words.</td>
<td>• may exceed recommended minimum 200 words.</td>
<td>• may exceed recommended minimum 200 words.</td>
<td>• may exceed recommended minimum 200 words.</td>
<td>• a lack of sufficient supporting evidence</td>
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</table>
### Insufficient understanding

- **A single point relevant to the specified aspects**
- **Points relevant to the specified aspects listed below that only pertain to one part of the question.**

### Understanding

- **Some points relevant to the specified aspects listed below.**
- **Points clearly relevant to the specified aspects listed below.**

### Convincing understanding

- **Some discussion of the specified aspects listed below that begins to relate them to the writer’s / creator’s purpose.**
- **Discussion of the specified aspects listed below that relates them to the writer’s / creator’s purpose.**

### Perceptive understanding

- **Discussion of the specified aspects listed below that relates them to the writer’s / creator’s purpose.**
- **Some appreciation of the significance / importance to the text as a whole of aspect(s) described.**
- **Possibly going beyond the text to give personal insights.**
- **Discussion of the specified aspects listed below that relates them to the writer’s / creator’s purpose.**
- **Mature appreciation of the significance / importance to the text as a whole of aspect(s) described.**
- **Going beyond the text to include reference to wider society / the candidate’s personal understandings.**

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

“Specified aspects” will be selected (as per Explanatory Note 2 of the standard) from:

- purposes and audiences
- ideas (eg character, theme, setting)
- language features (eg figurative language, syntax, style, symbolism, vocabulary)
- structures (eg part text, whole text, narrative, beginnings and endings).

### Judgement Statement

<table>
<thead>
<tr>
<th></th>
<th>Not Achieved</th>
<th>Achievement</th>
<th>Achievement with Merit</th>
<th>Achievement with Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score range</strong></td>
<td>0 – 2</td>
<td>3 – 4</td>
<td>5 – 6</td>
<td>7 – 8</td>
</tr>
</tbody>
</table>