

## 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.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to answer question, but does not address BOTH parts of the selected question and / or the response is not convincing.</p> <p>The response may be characterised by:</p> <ul style="list-style-type: none"> <li>• no understanding shown of the key concepts in the question’s key words</li> <li>• plot summary</li> <li>• rote-learned response</li> <li>• personal commentary unrelated to the question</li> <li>• addressing only one part of the question</li> <li>• generalised, simplistic, or irrelevant comments indicating a limited understanding</li> <li>• poor organisation; structure and expression may hinder the candidate’s ability to show <b>understanding</b> of the text.</li> <li>• a lack of sufficient supporting evidence</li> <li>• details from the text that are not adapted to the task</li> <li>• no reference to text specifics / techniques used</li> <li>• an essay likely to be shorter than 200 words, which may include insufficient detail to show understanding.</li> </ul>		<p>Covers BOTH parts of the selected question (“Describe ...” and “Explain ...”), although the parts may be addressed unevenly and the response may not be fully convincing.</p> <p>The response:</p> <ul style="list-style-type: none"> <li>• has some relevance to the question being addressed</li> <li>• is planned and organised – possibly using a formulaic approach (eg one point per paragraph) – in a way that demonstrates the candidate is addressing the question to show <b>understanding</b> of the text.</li> <li>• includes reference to <b>specific details</b>, with possible use of quotations, to support points and show understanding.</li> <li>• may exceed recommended minimum 200 words.</li> </ul>		<p>Answers BOTH parts of the selected question <b>convincingly</b> / with balance. Some unevenness is acceptable.</p> <p>The response:</p> <ul style="list-style-type: none"> <li>• makes clear, informed points that are relevant to the question being addressed</li> <li>• connects the majority of these points to each other</li> <li>• develops points in detail.</li> <li>• is organised and developed; structure and expression are fluent, assisting the candidate in showing <b>convincing understanding</b>.</li> <li>• includes <b>clear, relevant details</b>, usually using quotations, integrated into the answer.</li> <li>• may exceed recommended minimum 200 words.</li> </ul>		<p>Answers BOTH parts of the selected question <b>perceptively</b>; the answer may interweave the two parts of the task.</p> <p>The response:</p> <ul style="list-style-type: none"> <li>• makes confident points that show some insight or originality in thought or interpretation</li> <li>• develops points that are sustained throughout and integrated</li> <li>• is organised and develops a <b>perceptive</b> case or argument; structure and expression may show flair / originality, enhancing the discussion.</li> <li>• includes <b>clear, relevant details</b> integrated into the answer; quotations may be skillfully “woven” into the points made.</li> <li>• may exceed recommended minimum 200 words.</li> </ul>	

N1	N2	A3	A4	M5	M6	E7	E8
<b>Insufficient understanding</b> is characterised by:		<b>Understanding</b> is characterised by:		<b>Convincing understanding</b> is characterised by:		<b>Perceptive understanding</b> is characterised by:	
<ul style="list-style-type: none"> <li>• <b>a single point</b> relevant to the <u>specified aspects</u> listed below.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>points</b> relevant to the <u>specified aspects</u> listed below that <b>only pertain to one part of the question</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>some</b> points relevant to the <u>specified aspects</u> listed below.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>points clearly</b> relevant to the <u>specified aspects</u> listed below.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>some discussion</b> of the <u>specified aspects</u> listed below that begins to relate them to the writer's / creator's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discussion</b> of the <u>specified aspects</u> listed below that relates them to the writer's / creator's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discussion</b> of the <u>specified aspects</u> listed below that relates them to the writer's / creator's purpose</li> <li>• <b>some appreciation</b> of the significance / importance to the text as a whole of aspect(s) described.</li> <li>• possibly going beyond the text to give personal insights.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discussion</b> of the <u>specified aspects</u> listed below that relates them to the writer's / creator's purpose</li> <li>• <b>mature appreciation</b> of the significance / importance to the text as a whole of aspect(s) described.</li> <li>• going beyond the text to include reference to wider society / the candidate's personal understandings.</li> </ul>

**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

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 2	3 – 4	5 – 6	7 – 8