

**Assessment Schedule – 2012****English: Respond critically to Shakespearean drama studied (90722)****Evidence Statement**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Develops a critical response to relevant text(s), demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• a recognisable essay structure</li> <li>• satisfactory organisation but with stylistic inconsistencies</li> </ul> <ul style="list-style-type: none"> <li>• attention to, but possibly narrow interpretation of the question, possibly unbalanced and / or undeveloped (it will address the question)</li> </ul> <ul style="list-style-type: none"> <li>• a conventional response</li> </ul> <ul style="list-style-type: none"> <li>• an ability to use writing conventions</li> </ul> <p><i>using supporting evidence, demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• familiarity with the text</li> <li>• engagement with text(s)*</li> </ul> <ul style="list-style-type: none"> <li>• some specific references to text(s)* linked to discussion of the question</li> </ul> <ul style="list-style-type: none"> <li>• attempts to support points with appropriate evidence.</li> </ul>	<p><i>Develops a critical response to relevant text(s), demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• a carefully structured essay</li> </ul> <ul style="list-style-type: none"> <li>• answering the question; being clear in argument through developing a reasoned reader-response to the text in relation to the question</li> <li>• keeping to the question</li> </ul> <ul style="list-style-type: none"> <li>• maturity of expression and thinking</li> </ul> <ul style="list-style-type: none"> <li>• generally accurate use of academic writing conventions and style features, but may include some occasional irrelevancies and / or clumsiness</li> </ul> <p><i>using supporting evidence, demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• some accurate / comprehensive knowledge of text(s)*</li> </ul> <ul style="list-style-type: none"> <li>• some accurate referencing</li> </ul> <ul style="list-style-type: none"> <li>• some apt detail in support of relevant points</li> <li>• some 'quote weaving'</li> <li>• some accurate use of terminology</li> </ul> <p><i>and showing convincing understanding, demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• some maturity and perception</li> <li>• suggestion of inferences based on personal understanding and awareness of themes, craft and purpose, etc.</li> </ul>	<p><i>Develops a critical response to relevant text(s), demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• a lucid essay with: <ul style="list-style-type: none"> <li>- an introduction giving scope and focus</li> <li>- a range of accurate and relevant points (with accurate referencing)</li> <li>- a reasoned conclusion</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• coherent and balanced argument and judgement</li> </ul> <ul style="list-style-type: none"> <li>• accurate use of academic writing conventions</li> </ul> <p><i>integrating supporting evidence, demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• sustained, accurate and comprehensive knowledge of text(s)*</li> <li>• accurate referencing</li> </ul> <ul style="list-style-type: none"> <li>• generous and apt detail in support of relevant points</li> <li>• sustained 'quote weaving'</li> <li>• accurate use of terminology</li> </ul> <p><i>and demonstrating perceptive critical response, shown by:</i></p> <ul style="list-style-type: none"> <li>• maturity and insight in evaluating text(s)* in terms of the question</li> <li>• judicious personal response to text(s)* and may be moving beyond text(s)* in evaluation</li> <li>• presentation of the candidate's own position as reader.</li> </ul>

*Note: Points cited above as evidence are indicative and not exclusive.*

*\* Reference to 'text(s)' may also include critical works by other writers.*

**'No Achievement'** may be characterised by some of the following:

- weaknesses in organisation and / or stylistic / mechanical control
- randomness and uncritical response – may be short and / or simplistic
- insufficient knowledge of the text(s)
- insufficient link with the question
- reliance upon plot
- lack of references to, or detail from, the text
- some relevant points, but without much support for them
- little personal response or appreciation
- shorter than 400 words.

**Judgement Statement**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Develops a critical response to specified aspect(s) of a Shakespearean drama using supporting evidence.	Develops a convincing critical response to specified aspect(s) of a Shakespearean drama using supporting evidence.	Develops an integrated and perceptive critical response to specified aspect(s) of a Shakespearean drama using supporting evidence.
<b>A</b>	<b>M</b>	<b>E</b>