

## Assessment Schedule – 2014

### English: Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence (91099)

#### Evidence Statement

Achievement	Achievement with Merit	Achievement with Excellence
<p><u>Analysing specified aspect(s) of studied visual or oral text(s)</u> involves <b>exploring and interpreting</b> how meanings and effects are created in the text(s), discussing specified aspects of the text(s), and providing appropriate evidence from the text(s).</p> <p>The discussion will be clearly communicated in a structured written answer.</p>	<p><u>Analysing specified aspect(s) of studied visual or oral text(s) convincingly</u> involves making <b>reasoned and clear interpretations</b> of specified aspects of the text(s), supported by appropriate evidence from the text(s).</p> <p>The interpretations may be connected to one another.</p> <p>The response will show a developing awareness of the director / creator–audience relationship.</p>	<p><u>Analysing specified aspect(s) of studied visual or oral text(s) perceptively</u> involves making <b>insightful and / or original interpretations</b> of specified aspects of the text(s), supported by appropriate evidence from the text(s).</p> <p>The interpretations will be linked to one another.</p> <p>The response will show a strong awareness of the director / creator–audience relationship.</p>

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

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
N1	N2	A3	A4	M5	M6	E7	E8
Attempts to demonstrate an understanding of an aspect of the text(s).	Shows little understanding of an aspect of the text(s).	Shows <b>some understanding</b> of an aspect of the text(s).	Shows <b>firm understanding</b> of an aspect of the text(s).	Shows <b>some convincing understanding</b> of an aspect of the text(s).	Shows <b>convincing understanding</b> of an aspect of the text(s).	Shows <b>some perceptive understanding</b> of an aspect of the text(s), and how it relates to the rest of the text(s) or to other text(s).	Shows <b>perceptive understanding</b> of an aspect of the text(s), and how it relates to the rest of the text(s) or to other text(s).
Attempts to develop an idea.	States a simple idea.	Develops a <b>key idea</b> in the text.	Develops a <b>relevant idea</b> .	Develops one or more <b>partially convincing ideas</b> .	Develops one or more <b>convincing ideas</b> .	Develops an <b>original or partially insightful argument</b> .	Develops an <b>insightful or original argument or interpretation</b> .
Attempts to show engagement with the text(s).	Shows a limited engagement with the text(s).	Shows <b>some evidence</b> of engagement with the text(s).	Shows <b>firm evidence</b> of engagement with the text(s).	Shows <b>convincing engagement</b> with the text(s), which may move beyond the text(s) in analysis with partial success.	Shows <b>convincing engagement</b> with the text(s), which may move beyond the text(s) in analysis.	Shows <b>insight in engagement</b> with the text(s), possibly making connections to context(s) beyond the text(s).	Shows <b>insight in engagement</b> with the text(s), possibly making connections to context(s) beyond the text(s) and linking these connections appropriately back to the question.

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to show awareness of the text as crafted.	Shows little awareness of the text as crafted.	Shows <b>limited awareness</b> of the text(s) having been deliberately crafted.	Shows <b>some awareness</b> of the text(s) having been deliberately crafted.	Shows <b>awareness</b> of the text(s) having been deliberately crafted.	Shows <b>convincing awareness</b> of the text(s) having been deliberately crafted.	Shows <b>awareness</b> of the nature of the text as a constructed form, possibly by making judgements.	Shows <b>insightful awareness</b> of the nature of the text as a constructed form, including by making judgements.
Attempts to show understanding of the director's / creator's purpose.	Shows a limited awareness (possibly by implication) of the director's / creator's purpose.	<b>Acknowledges</b> (possibly by implication) the director's / creator's purpose.	Shows <b>some understanding</b> (possibly by implication) of the director's / creator's purpose in crafting or shaping the text(s).	Shows <b>some understanding</b> of the director's / creator's purpose in crafting or shaping the text(s) through the use of particular techniques.	Conveys a <b>convincing sense</b> of the director's / creator's purpose in crafting or shaping the text(s) through the use of particular techniques.	Shows <b>some insight</b> in discussion of the director's / creator's purpose in crafting or shaping the text(s) through the use of particular techniques.	Demonstrates <b>appreciation</b> in discussion of the director's / creator's purpose in crafting or shaping the text(s) through the use of particular techniques.
Attempts to use analysis-related terminology.	Uses some analysis-related terminology inaccurately.	Uses analysis-related terminology <b>simply, with some accuracy</b> .	Uses analysis-related terminology <b>accurately</b> .	Uses analysis-related terminology <b>confidently</b> .	Uses analysis-related terminology to <b>convincingly discuss</b> features of the text(s).	Uses analysis-related terminology to <b>insightfully discuss</b> features of the text(s) in support of a wider argument.	Uses analysis-related terminology to <b>insightfully discuss</b> features of the text(s) in support of a wider argument.
Writes simplistically.	Focuses on plot summary.	Writes in a focused manner, with most points addressing the question.	Writes in a focused manner, addressing the question.	Writes a well-structured answer, which pursues valid idea(s).	Writes a well-structured answer, which develops valid idea(s).	Writes a cohesive, deliberately planned response.	Writes a cohesive, integrated response.
Includes little direct evidence from the text(s) that is relevant to the idea.	Includes some evidence from the text(s) that is relevant to the idea.	Provides <b>some appropriate quotations</b> and evidence from the text(s).	Provides <b>clearly relevant quotations</b> and evidence from the text(s).	Weaves a <b>range of appropriate evidence</b> throughout the response to <b>support</b> the main ideas.	Weaves a <b>range of convincing evidence</b> throughout the response to <b>support</b> the main ideas.	Weaves a <b>range of convincing and possibly insightful evidence</b> throughout the response to <b>support</b> the key argument(s).	Weaves a <b>range of insightful evidence</b> throughout the response to <b>support and expand on</b> the key argument(s).

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

“Specified aspects” are selected (as per Explanatory Note 4 of the standard) from:

- purposes and audiences
- ideas (eg character, theme, setting)
- language features (eg cinematography, editing, production design, sound, performance, rhetorical devices)
- structures (eg part text, whole text, narrative, beginnings and endings).

### Cut Scores

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