

Assessment Schedule – 2015

English: Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence (90850)

Evidence

Notes on question interpretation

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

- “Describe ...” requires the candidate to outline how specified ideas / style / language features are used in the text. This is an “on the lines” response to a text.
- “Explain ...” 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 awareness of the *intention* of the director / creator, and / or the director / creator–audience relationship.

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|---|
| <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"> • no understanding shown of the key concepts in the question’s key words • plot summary • rote-learned response • personal commentary unrelated to the question • addressing only one part of the question • generalised, simplistic, or irrelevant comments indicating a limited understanding • poor organisation; structure and expression may hinder the candidate’s ability to show understanding of the text • a lack of sufficient supporting evidence • details from the text that are not adapted to the task • no reference to text specifics / techniques used. | <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"> • has some relevance to the question being addressed • is planned and organised – possibly using a formulaic approach (e.g. one point per paragraph) – in a way that demonstrates the candidate is addressing the question to show understanding of the text • includes reference to specific details, with possible use of quotations, to support points and show understanding. | <p>Answers BOTH parts of the selected question convincingly / with balance. Some unevenness is acceptable.</p> <p>The response:</p> <ul style="list-style-type: none"> • makes clear, informed points that are relevant to the question being addressed • connects the majority of these points to each other • develops points in detail • is organised and developed; structure and expression are fluent, showing convincing understanding • includes clear, relevant details, usually using quotations, integrated into the answer. | <p>Answers BOTH parts of the selected question perceptively; the answer may interweave the two parts of the task.</p> <p>The response:</p> <ul style="list-style-type: none"> • makes confident points that show some insight or originality in thought or interpretation • develops points that are sustained throughout and integrated • is organised and develops a perceptive case or argument; structure and expression may show flair / originality, enhancing the discussion • includes clear, relevant details integrated into the answer; quotations may be skilfully “woven” into the points made. |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---|--|--|---|---|---|---|--|
| Insufficient understanding is characterised by: | | Understanding is characterised by: | | Convincing understanding is characterised by: | | Perceptive understanding is characterised by: | |
| <ul style="list-style-type: none"> • a single point relevant to one of the aspect(s) of the text specified in the question. | <ul style="list-style-type: none"> • points relevant to any of the aspect(s) of the text specified in one part of the question. | <ul style="list-style-type: none"> • some points relevant to any of the aspect(s) of the text specified in the question. <i>Note: Language features may be implied, rather than clearly identified (e.g. quotations may imply "dialogue").</i> | <ul style="list-style-type: none"> • points clearly relevant to any of the aspect(s) of the text specified in the question. | <ul style="list-style-type: none"> • some discussion of any of the aspect(s) of the text specified in the question that begins to relate them to the director's / creator's purpose • awareness of the significance / importance to the text as a whole of aspect(s) described. | <ul style="list-style-type: none"> • discussion of any of the aspect(s) of the text specified in the question that relates them to the director's / creator's purpose • awareness of the significance / importance to the text as a whole of aspect(s) described • possibly going beyond the text to give personal insights. | <ul style="list-style-type: none"> • discussion of any of the aspect(s) of the text specified in the question that relates them to the director'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. | <ul style="list-style-type: none"> • discussion of any of the aspect(s) of the text specified in the question that relates them to the director'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.

Cut Scores

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|-------------|------------------------|-----------------------------|
| 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |