

## Assessment Schedule – 2016

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

#### 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.

#### Evidence

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"> <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> </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 (e.g. 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> </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, showing <b>convincing understanding</b></li> <li>• includes <b>clear, relevant details</b>, usually using quotations, integrated into the answer.</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 skilfully “woven” into the points made.</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 one of the aspect(s) of the text specified in the question.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>points</b> relevant to any of the aspect(s) of the text specified in <b>one part of the question</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>some points</b> 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></li> </ul>	<ul style="list-style-type: none"> <li>• <b>points clearly</b> relevant to any of the aspect(s) of the text specified in the question.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>some discussion</b> 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</li> <li>• <b>awareness</b> of the significance / importance to the text as a whole of aspect(s) described.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discussion</b> of any of the aspect(s) of the text specified in the question that relates them to the director's / creator's purpose</li> <li>• <b>awareness</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 any of the aspect(s) of the text specified in the question that relates them to the director'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 any of the aspect(s) of the text specified in the question that relates them to the director'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.

### Cut Scores

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