

Assessment Schedule – 2016

English: Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence (90851)

Achievement	Achievement with Merit	Achievement with Excellence
<p>Responses <u>showing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence</u> involve:</p> <ul style="list-style-type: none"> • identifying / selecting / describing an aspect of the text (reading “on the lines”) • explaining the effect of that aspect. 	<p>Responses <u>showing convincing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence</u> involve:</p> <ul style="list-style-type: none"> • making a statement explaining an aspect of the text, with considerable further detail giving reasons to justify the explanation (reading “between the lines”) • making one or more comments in relation to how at least two aspects combine for effect. <p>The responses may:</p> <ul style="list-style-type: none"> • use a range of examples to illustrate a point • include multiple points to show connections are being made. 	<p>Responses <u>showing perceptive understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence</u> involve:</p> <ul style="list-style-type: none"> • appreciating how significant aspects of the text communicate the writers’ purpose (reading “beyond the lines”) • synthesising points from across the text • exploring a theme with examples from throughout the text. • showing understanding of the writer’s craft. <p>The responses may:</p> <ul style="list-style-type: none"> • relate the understanding of the writer’s purpose to the wider context of society and human experience.

“Aspects” of the written texts may include (as per Explanatory Note 3 of the standard):

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. figurative language, style, syntax, symbolism, vocabulary)
- structures (e.g. part text, whole text, narrative)
- text conventions (spelling, punctuation, grammar).

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24

Evidence

QUESTION ONE: NARRATIVE PROSE (Text A: “It Was Over Before it Began”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies (or describes without accurately labelling) ONE language feature from the text OR gives an example of a language feature without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example.</p> <p>Shows understanding, through an appropriate explanation, of the way the feature shows the highs and lows of the road trip.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example that clearly supports this choice.</p> <p>Shows a clear understanding, through an appropriate explanation, of the way the feature shows the highs and lows of the road trip.</p>	<p>Presents some explanation of how significant aspects of the text work together to show the highs and lows of the road trip.</p> <p>Supports the response with at least one appropriate example, and may begin to combine examples.</p>	<p>Presents a thorough explanation of how significant aspects of the text work together to show the highs and lows of the road trip.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer develops highs and lows throughout the account of the road trip.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to show that not everything turns out the way it was planned.</p> <p>Shows an awareness of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows some understanding of the text in relation to wider contexts:</p> <p>e.g. circumstances dictate outcomes; people’s behaviours cannot always be predicted; we cannot control or understand everything in our lives.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops highs and lows throughout the account of the road trip.</p> <p>Shows a clear appreciation of the writer’s purpose:</p> <p>Shows strong understanding of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows perceptive understanding of the text in relation to wider contexts:</p> <p>Supports the response with a range of appropriate examples.</p>

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “What Story’s That, Then?”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies (or describes without accurately labelling) ONE language feature from the text OR gives an example of a language feature without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example.</p> <p>Shows understanding, through an appropriate explanation, of the way the feature shows the child’s feelings through her sensory experience.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example that clearly supports this choice.</p> <p>Shows a clear understanding, through an appropriate explanation, of the way the feature shows the child’s feelings through her sensory experience.</p>	<p>Presents some explanation of how significant aspects of the text work together to show the child’s feelings through her sensory experience.</p> <p>Supports the response with at least one appropriate example, and may begin to combine examples.</p>	<p>Presents a thorough explanation of how significant aspects of the text work together to show the child’s feelings through her sensory experience.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer helps us understand the positive change in the child’s feelings throughout the text.</p> <p>Shows some appreciation of the writer’s purpose: e.g. reality can be more relevant than fantasy.</p> <p>Shows an awareness of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows some understanding of the text in relation to wider contexts: e.g. different people respond to different pleasures; societal expectations influence people’s perceptions and behaviour.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer helps us understand the positive change in the child’s feelings throughout the text.</p> <p>Shows a clear appreciation of the writer’s purpose:</p> <p>Shows strong understanding of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows perceptive understanding of the text in relation to wider contexts:</p> <p>Supports the response with a range of appropriate examples.</p>

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “You’re 100% Wrong About ... Seafood”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies (or describes without accurately labelling) ONE language feature from the text OR gives an example of a language feature without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example.</p> <p>Shows understanding, through an appropriate explanation, of the way the feature shows the writer’s attitude towards seafood.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example that clearly supports this choice.</p> <p>Shows a clear understanding, through an appropriate explanation, of the way the feature shows the writer’s attitude towards seafood.</p>	<p>Presents some explanation of how significant aspects of the text work together to show the writer’s attitude towards seafood.</p> <p>Supports the response with at least one appropriate example, and may begin to combine examples.</p>	<p>Presents a thorough explanation of how significant aspects of the text work together to show the writer’s attitude towards seafood.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer helps us understand his opinion about seafood throughout the text.</p> <p>Shows some appreciation of the writer’s purpose: e.g. to defend his right to dislike seafood.</p> <p>Shows an awareness of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows some understanding of the text in relation to wider contexts: e.g. rebellion against popular opinion; the desire to conform only because it would make life easier.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer helps us understand his opinion about seafood throughout the text.</p> <p>Shows a clear appreciation of the writer’s purpose:</p> <p>Shows strong understanding of the writer’s craft by examining the language choices used to create meaning and tone.</p> <p>Shows perceptive understanding of the text in relation to wider contexts:</p> <p>Supports the response with a range of appropriate examples.</p>

N0 = No response; no relevant evidence.