

Assessment Schedule – 2017

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Responses showing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence involve:</p> <ul style="list-style-type: none"> • identifying / selecting / describing an aspect of the text (reading “on the lines”) • explaining the meaning or effect of that aspect. 	<p>Responses showing convincing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence 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 showing perceptive understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence involve:</p> <ul style="list-style-type: none"> • appreciating how significant aspects of the text communicate the writer’s 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: PROSE (Text A: “Into the River”)

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 boys’ experience as they make their way towards their goal.</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 boys’ experience as they make their way towards their goal.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to show the boys’ experience as they make their way towards their goal.</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 <u>work together</u> to show the boys’ experience as they make their way towards their goal.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer develops the sense of the boys’ anxiety / fear.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. the boys’ imaginations turn a day out fishing into a “dangerous” adventure.</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. the intensity of youthful imaginations; the nature of childhood friendships.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops the sense of the boys’ anxiety / fear.</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: “Kitchen Stool”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Makes a suggestion about the way the stool is used, without providing a quote in support of the observation OR identifies a quote from the text without any suggestion of how it relates to the use of the stool.</p>	<p>Makes a suggestion about the way the stool is used and identifies a quote from the text, without explaining any link between them.</p>	<p>Shows understanding, through an appropriate explanation linked to quotation from the text, of the writer’s use of the stool.</p>	<p>Shows a clear understanding, through an appropriate explanation linked to quotation from the text, of the writer’s use of the stool.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to show the writer’s feelings about the stool.</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 <u>work together</u> to show the writer’s feelings about the stool.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer develops our understanding of her relationship with the stool throughout the text.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. through regular use, a mundane item strengthens the writer’s sense of the bonds between family members.</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. the domestic experiences that form a common thread linking generations of women.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops our understanding of her relationship with the stool 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: “More than just a place to sleep”)

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 how teenagers use or think about their bedrooms.</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 how teenagers use or think about their bedrooms.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to show how teenagers use or think about their bedrooms.</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 <u>work together</u> to show how teenagers use or think about their bedrooms.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer develops our understanding of the ways teenagers use or think about their bedrooms.</p> <p>Shows some appreciation of the writer’s purpose: e.g. bedrooms have become an important part of the way teenagers create their identity.</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. changing societal attitudes to teenagers’ privacy.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops our understanding of the ways teenagers use or think about their bedrooms.</p> <p>Shows a clear appreciation of the writer’s purpose: e.g. bedrooms have become an important part of the way teenagers create their identity.</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: e.g. changing societal attitudes to teenagers’ privacy.</p> <p>Supports the response with a range of appropriate examples.</p>

N0 = No response; no relevant evidence.