

## Assessment Schedule – 2017

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

#### Assessment Criteria

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>

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

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

#### Evidence

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

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 an <b>idea</b> .	Develops a <b>relevant idea</b> .	Develops one or more <b>partially convincing ideas</b> .	Develops one or more <b>convincing ideas</b> .	Develops a <b>partially insightful or original argument</b> .	Develops an <b>insightful or original argument or interpretation</b> .

N1	N2	A3	A4	M5	M6	E7	E8
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>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.
	Attempts to show awareness of the text(s) 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.
	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>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 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>relevant quotations</b> and evidence from the text(s).	Provides <b>appropriate 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.

### Cut Scores

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