

Assessment Schedule – 2017

English: Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence (91100)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><u>Analysing significant aspects of unfamiliar written text(s)</u> involves making developed interpretations of how significant aspects of texts create meaning.</p> <p>The response is likely to be explanatory rather than analytical, presenting a reasonable, but not necessarily accurate, explanation of meanings in the text.</p> <p>Understanding of the text will be linked to evidence of technique(s) used by the writer.</p>	<p><u>Analysing significant aspects of unfamiliar written text(s) convincingly</u> involves making reasoned and clear interpretations of how significant aspects of texts create meaning.</p> <p>The response is likely to be more connected to the writer’s intentions, presenting appropriate evidence from the text to support an interpretation.</p> <p>The response may move outside the text, or deliver a view of the meaning or purpose of the text.</p>	<p><u>Analysing significant aspects of unfamiliar written text(s) perceptively</u> involves making insightful and / or original interpretations of how significant aspects of texts create meaning.</p> <p>The response will show awareness of the writer’s purpose in creating the text, presenting an analysis of the meanings and implications associated with the ideas in the text.</p>

“Significant aspects” of the written texts may include (as per Explanatory Note 5 of the standard):

- audiences and purposes
- ideas (e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings within the text)
- language features (e.g. figurative language, syntax, style, symbolism, vocabulary, sound devices)
- structures (e.g. part text, whole text, narrative sequence, beginnings and endings).

Guidelines for applying the Assessment Schedule

- The answer-space provided in the exam paper is NOT an indication of the word-count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit / Excellence, however, the candidate needs to analyse, usually beyond a brief statement.
- Each response must be marked for skills displayed, and not accuracy of content knowledge or agreement with expert interpretations of the texts.
- “Techniques”, as referred to in the schedule, are features and structures of language that have an impact on the ideas and purposes of the texts.

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: “Why Not?”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.</p> <p>May include some direct evidence from the text that is relevant to the idea.</p>	<p>Identifies an idea in the text.</p> <p>Attempts to connect the idea to techniques used in the text.</p> <p>Attempts to show awareness of the writer’s purpose.</p> <p>Uses some analysis-related terminology.</p> <p>Includes some evidence from the text that is relevant to the idea.</p>	<p>Describes and begins to explain how the writer sees the personal value of taking a photograph.</p> <p>Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader’s impressions of the text).</p> <p>Shows a limited awareness, possibly by implication, of the writer’s purpose.</p> <p>Uses analysis-related terminology simply, with some accuracy.</p> <p>Provides some appropriate quotations and evidence from the text.</p>	<p>Clearly explains how the writer sees the personal value of taking a photograph.</p> <p>Makes links to technique(s) that support the explanation.</p> <p>Acknowledges, possibly by implication, the writer’s purpose.</p> <p>Uses analysis-related terminology accurately.</p> <p>Provides clearly relevant quotations and evidence from the text.</p>	<p>Analyses how the writer sees the personal value of taking a photograph.</p> <p>Supports the analysis with some convincing interpretation of the impact of techniques.</p> <p>Shows some understanding of the writer’s purpose.</p> <p>Uses analysis-related terminology confidently.</p> <p>Weaves a range of appropriate evidence throughout the response to support the main idea(s).</p>	<p>Clearly analyses how the writer sees the personal value of taking a photograph.</p> <p>Supports the analysis with a convincing interpretation of the impact of techniques.</p> <p>Shows understanding of the writer’s purpose through connection to ideas and techniques.</p> <p>Uses analysis-related terminology convincingly to discuss features of the text.</p> <p>Weaves a range of convincing evidence throughout the response to support the main idea(s).</p>	<p>Clearly analyses, with some insight, how the writer sees the personal value of taking a photograph.</p> <p>Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques.</p> <p>Shows understanding, with some perception or insight, of the writer’s purpose through analysis of ideas and techniques.</p> <p>Uses analysis-related terminology convincingly and with some insight to discuss features of the text.</p> <p>Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).</p>	<p>Insightfully analyses how the writer sees the personal value of taking a photograph.</p> <p>Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques.</p> <p>Shows perception and / or insight in discussion of the writer’s purpose through analysis of ideas and techniques.</p> <p>Uses analysis-related terminology insightfully to discuss features of the text, possibly in support of a wider argument.</p> <p>Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).</p>

The writer’s purpose may be:

- to show that it can be difficult to explain personal emotions and experiences to others
- to show that memories can be preserved.

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “Exposure”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.</p> <p>May include some direct evidence from the text that is relevant to the idea.</p>	<p>Identifies an idea in the text.</p> <p>Attempts to connect the idea to techniques used in the text.</p> <p>Attempts to show awareness of the writer’s purpose.</p> <p>Uses some analysis-related terminology.</p> <p>Includes some evidence from the text that is relevant to the idea.</p>	<p>Describes and begins to explain how the writer shows the challenge faced by the musicians in preparing for the photograph.</p> <p>Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader’s impressions of the text).</p> <p>Shows a limited awareness, possibly by implication, of the writer’s purpose.</p> <p>Uses analysis-related terminology simply, with some accuracy.</p> <p>Provides some appropriate quotations and evidence from the text.</p>	<p>Clearly explains how the writer shows the challenge faced by the musicians in preparing for the photograph.</p> <p>Makes links to technique(s) that support the explanation.</p> <p>Acknowledges, possibly by implication, the writer’s purpose.</p> <p>Uses analysis-related terminology accurately.</p> <p>Provides clearly relevant quotations and evidence from the text.</p>	<p>Analyses how the writer shows the challenge faced by the musicians in preparing for the photograph.</p> <p>Supports the analysis with some convincing interpretation of the impact of techniques.</p> <p>Shows some understanding of the writer’s purpose.</p> <p>Uses analysis-related terminology confidently.</p> <p>Weaves a range of appropriate evidence throughout the response to support the main idea(s).</p>	<p>Clearly analyses how the writer shows the challenge faced by the musicians in preparing for the photograph.</p> <p>Supports the analysis with a convincing interpretation of the impact of techniques.</p> <p>Shows understanding of the writer’s purpose through connection to ideas and techniques.</p> <p>Uses analysis-related terminology convincingly to discuss features of the text.</p> <p>Weaves a range of convincing evidence throughout the response to support the main idea(s).</p>	<p>Clearly analyses, with some insight, how the writer shows the challenge faced by the musicians in preparing for the photograph.</p> <p>Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques.</p> <p>Shows understanding, with some perception or insight, of the writer’s purpose through analysis of ideas and techniques.</p> <p>Uses analysis-related terminology convincingly and with some insight to discuss features of the text.</p> <p>Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).</p>	<p>Insightfully analyses how the writer shows the challenge faced by the musicians in preparing for the photograph.</p> <p>Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques.</p> <p>Shows perception and / or insight in discussion of the writer’s purpose through analysis of ideas and techniques.</p> <p>Uses analysis-related terminology insightfully to discuss features of the text, possibly in support of a wider argument.</p> <p>Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).</p>
<p><i>The writer’s purpose may be:</i></p> <ul style="list-style-type: none"> • to show the lengths people go to for art • to explore connections across different art forms – music, photography, poetry. 							

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “The Power of the Mind”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.</p> <p>May include some direct evidence from the text that is relevant to the idea.</p>	<p>Identifies an idea in the text.</p> <p>Attempts to connect the idea to techniques used in the text.</p> <p>Attempts to show awareness of the writer’s purpose.</p> <p>Uses some analysis-related terminology.</p> <p>Includes some evidence from the text that is relevant to the idea.</p>	<p>Describes and begins to explain how the writer shows that people can experience the same thing in different ways.</p> <p>Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader’s impressions of the text).</p> <p>Shows a limited awareness, possibly by implication, of the writer’s purpose.</p> <p>Uses analysis-related terminology simply, with some accuracy.</p> <p>Provides some appropriate quotations and evidence from the text.</p>	<p>Clearly explains how the writer shows that people can experience the same thing in different ways.</p> <p>Makes links to technique(s) that support the explanation.</p> <p>Acknowledges, possibly by implication, the writer’s purpose.</p> <p>Uses analysis-related terminology accurately.</p> <p>Provides clearly relevant quotations and evidence from the text.</p>	<p>Analyses how the writer shows that people can experience the same thing in different ways.</p> <p>Supports the analysis with some convincing interpretation of the impact of techniques.</p> <p>Shows some understanding of the writer’s purpose.</p> <p>Uses analysis-related terminology confidently.</p> <p>Weaves a range of appropriate evidence throughout the response to support the main idea(s).</p>	<p>Clearly analyses how the writer shows that people can experience the same thing in different ways.</p> <p>Supports the analysis with a convincing interpretation of the impact of techniques.</p> <p>Shows understanding of the writer’s purpose through connection to ideas and techniques.</p> <p>Uses analysis-related terminology convincingly to discuss features of the text.</p> <p>Weaves a range of convincing evidence throughout the response to support the main idea(s).</p>	<p>Clearly analyses, with some insight, how the writer shows that people can experience the same thing in different ways.</p> <p>Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques.</p> <p>Shows understanding, with some perception or insight, of the writer’s purpose through analysis of ideas and techniques.</p> <p>Uses analysis-related terminology convincingly and with some insight to discuss features of the text.</p> <p>Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).</p>	<p>Insightfully analyses how the writer shows that people can experience the same thing in different ways.</p> <p>Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques.</p> <p>Shows perception and / or insight in discussion of the writer’s purpose through analysis of ideas and techniques.</p> <p>Uses analysis-related terminology insightfully to discuss features of the text, possibly in support of a wider argument.</p> <p>Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).</p>
<p><i>The writer’s purpose may be:</i></p> <ul style="list-style-type: none"> • to show how interesting the human brain is in its perception of events • to introduce a complex scientific topic in an interesting way. 							

N0 = No response; no relevant evidence.