

Assessment Schedule – 2018

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 <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 meaning or 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 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: POETRY (Text A: “The farm-boy rides a Yamaha”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes an initial impression of the boy <i>OR</i> Describes what the boy is thinking.</p>	<p>Describes an initial impression of the boy <i>AND</i> Describes what the boy is thinking.</p>	<p>Shows understanding, through an appropriate explanation, linked to quotation from the text, that the boy is redefining his work experience as a more exciting / pleasurable experience.</p>	<p>Shows a clear understanding, through an appropriate explanation, linked to quotation from the text, that the boy is redefining his work experience as a more exciting / pleasurable experience.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to show the boy using his imagination to redefine his work experience as a more exciting / pleasurable 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 <u>work together</u> to show the boy using his imagination to redefine his work experience as a more exciting / pleasurable experience.</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 boy’s use of his imagination throughout the text.</p> <p>Shows some appreciation of the writer’s purpose: e.g. to show how imagination / fantasy gives us the ability to make mundane reality easier to bear.</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. the intensity of youthful imagination; attitudes and behaviours related to the idea of “work”.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops our understanding of the boy’s use of his imagination throughout the text.</p> <p>Shows a clear appreciation of the writer’s purpose: e.g. to show how imagination / fantasy gives us the ability to make mundane reality easier to bear.</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. the intensity of youthful imagination; attitudes and behaviours related to the idea of “work”.</p> <p>Supports the response with a range of appropriate examples.</p>

N0 = No response; no relevant evidence.

QUESTION TWO: NON-FICTION (Text B: “Things aren’t what they used to be”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Gives a quote from the text that relates to the atmosphere of the school</p> <p><i>OR</i></p> <p>Describes an effect of the school on the writer or the other students.</p>	<p>Gives a quote from the text that relates to the atmosphere of the school</p> <p><i>AND</i></p> <p>Describes an effect of the school on the writer or the other students.</p>	<p>Shows understanding, through an appropriate explanation linked to quotation from the text, of the writer’s feelings about his school experience.</p>	<p>Shows a clear understanding, through an appropriate explanation linked to quotation from the text, of the writer’s feelings about his school experience.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to show the writer’s feelings about his school 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 <u>work together</u> to show the writer’s feelings about his school experience.</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 his feelings about his school experience throughout the text.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to show how the culture of the time demanded that his “education” should be more to do with instilling fear / obedience than gaining knowledge.</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. changing attitudes towards education / schooling over time.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops our understanding of his feelings about his school experience 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: NARRATIVE PROSE (Text C: “The Waystone Inn”)

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 how the feature creates a sense of mystery or foreboding.</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 how the feature creates a sense of mystery or foreboding.</p>	<p>Presents some explanation of how significant aspects of the text <u>work together</u> to create an atmosphere of mystery or foreboding.</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 create an atmosphere of mystery or foreboding.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer develops an atmosphere of mystery or foreboding throughout the text, linking together the inn and its owner.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to deliberately build up an air of mystery and suspense; to create a sense of anticipation for the story to follow.</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. characteristics of the fantasy genre.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops an atmosphere of mystery or foreboding throughout the text, linking together the inn and its owner.</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.