

Assessment Schedule – 2018

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: “In the Far Paddock”)

| 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 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 character’s attitude towards trapping a rabbit changes.</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 evidence from the text.</p> | <p>Clearly explains how the character’s attitude towards trapping a rabbit changes.</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 appropriate evidence from the text.</p> | <p>Analyses how the character’s attitude towards trapping a rabbit changes.</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 character’s attitude towards trapping a rabbit changes.</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 character’s attitude towards trapping a rabbit changes.</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 character’s attitude towards trapping a rabbit changes.</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 different sides of human nature – the cruel side and the caring side
- to show how we can be affected by seeing a vulnerable animal in trouble.

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “The City of Empty Rooms”)

| 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 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 reveals his reaction to the growth of the city.</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 evidence from the text.</p> | <p>Clearly explains how the writer reveals his reaction to the growth of the city.</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 appropriate evidence from the text.</p> | <p>Analyses how the writer reveals his reaction to the growth of the city.</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 reveals his reaction to the growth of the city.</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 reveals his reaction to the growth of the city.</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 reveals his reaction to the growth of the city.</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 suggest that all the growth of the city is a poor replacement for the way nature grows • to suggest that even though the city has lots of people, it can still feel empty and / or lonely. | | | | | | | |

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “Dangling like a duck in a poulterer’s window”)

| 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 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 reveals his opinions about adventure tourism.</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 evidence from the text.</p> | <p>Clearly explains how the writer reveals his opinions about adventure tourism.</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 appropriate evidence from the text.</p> | <p>Analyses how the writer reveals his opinions about adventure tourism.</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 reveals his opinions about adventure tourism.</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 reveals his opinions about adventure tourism.</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 reveals his opinions about adventure tourism.</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 that adventure tourism activities can be rather underwhelming because they lack real danger • to describe the bungy-jump experience in a humorous, mocking and / or self-deprecating way. | | | | | | | |

N0 = No response; no relevant evidence.