

Assessment Schedule – 2020

Subject: 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><i>Showing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence, involves:</i></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><i>Showing convincing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence, involves:</i></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>A response 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><i>Showing perceptive understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence, involves:</i></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 • relating 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: Narrative prose (Text A: “About a Boy”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies ONE language feature used to describe the boy’s thoughts or feelings OR quotes from the text without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature used to describe the boy’s thoughts or feelings AND quotes appropriately from the text.</p>	<p>Shows understanding, through an appropriate explanation linked to quotation from the text, of an idea about the boy’s thoughts or feelings.</p>	<p>Shows a clear understanding, through an appropriate explanation linked to quotation from the text, of an idea about the boy’s thoughts or feelings.</p>	<p>Presents some explanation of how significant aspects of the text work together to show the boy’s thoughts or feelings.</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 work together to show the boy’s thoughts or feelings.</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 thoughts or feelings throughout the text.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to show a teenager experiencing coming-of-age insecurities as he faces challenges in relationships among his peer group and with his mother.</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. teenage relationships, self-confidence and identity, and the impacts of bullying.</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 thoughts or feelings 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 TWO: Non-fiction (Text B: “Best suitcase in the world just keeps rolling”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies ONE language feature used to describe luggage OR quotes from the text without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature used to describe luggage AND quotes appropriately from the text.</p>	<p>Shows understanding, through an appropriate explanation linked to quotation from the text, of an idea about luggage.</p>	<p>Shows a clear understanding, through an appropriate explanation linked to quotation from the text, of an idea about luggage.</p>	<p>Presents some explanation of how significant aspects of the text work together to show the writer’s thoughts about the topic of luggage.</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 work together to show the writer’s thoughts about the topic of luggage.</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 thoughts about the topic of luggage throughout the text.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to lightly entertain while sharing information about a mundane subject; to show appreciation for an object we probably don’t give much thought to; to offer a critique of consumerism or “throw-away society”.</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 influence of consumerism on society; the value people place on possessions.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer develops our understanding of her thoughts about the topic of luggage 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: Poetry (Text C: “Manifesto of the Lyric Selfie”)

N1	N2	A3	A4	M5	M6	E7	E8
<p>Gives an example of a language feature used to describe taking a selfie, without further explanation.</p>	<p>Identifies (or describes without accurately labelling) ONE language feature used to describe taking a selfie AND gives an appropriate example.</p>	<p>Shows understanding, through an appropriate explanation linked to quotation from the text, of an idea about taking selfies.</p>	<p>Shows a clear understanding, through an appropriate explanation linked to quotation from the text, of an idea about taking selfies.</p>	<p>Presents some explanation of how significant aspects of the text work together to show the writer’s ideas about taking selfies.</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 work together to show the writer’s ideas about taking selfies.</p> <p>Supports the response with appropriate examples, some of which are combined.</p>	<p>Shows some appreciation of how the writer helps us understand different ideas about taking selfies throughout the text.</p> <p>Shows some appreciation of the writer’s purpose:</p> <p>e.g. to argue that technology (social media) has changed the ways we relate to ourselves and to one another; to challenge us to examine the value of this way of documenting and sharing our lives.</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. ways that people express or present themselves; society and nature; technological change; gender differences; social media use.</p> <p>Supports the response with appropriate examples.</p>	<p>Shows a clear appreciation of how the writer helps us understand different ideas about taking selfies 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.