

Assessment Schedule – 2021

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><i>Showing understanding of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> • identifying or describing aspect(s) of the text relevant to the question / task • explaining how aspect(s) of the text create the meaning or effect prompted by the question / task (reading “on the lines”) • including specific and relevant details from the text to support the comments. 	<p><i>Showing convincing understanding of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> • explaining how two or more aspects of the text work together to create the meaning or effect prompted by the question / task (reading “between the lines”) • showing an awareness, possibly by implication, that the aspects have been deliberately used to create effects and meanings for a particular purpose • including a range of specific and relevant details from the text to support the discussion. 	<p><i>Showing perceptive understanding of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> • exploring ways in which aspects of the text create the meaning or effect prompted by the question / task (reading “beyond the lines”) • showing an awareness that the aspects have been deliberately used to communicate ideas relating to: <ul style="list-style-type: none"> - the writer’s purpose - contexts beyond / outside of the text (such as human experience, society and the wider world) • integrating a range of specific and relevant details from the text to support the discussion.

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: “Wild Pork”)

The question prompts a discussion of the way the writer shows the relationship between himself and his father.

Ideas relating to this discussion might include:

- language features used to describe the father and to show the writer’s feelings
- the impact of a parent’s attitude towards their child (the importance of accepting a child for who they are)
- differences between what is said and what is meant.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • states a relevant idea • shows awareness of the use of the specified aspect(s). 	<p>The response:</p> <ul style="list-style-type: none"> • attempts to address the question • states a relevant idea • shows awareness of the use of the specified aspect(s) • includes details from the text(s). 	<p>The response fulfils the intent of the assessment criteria for Achievement, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “Taking One for the Team”)

The question prompts a discussion of what the writer thinks it means to be part of a team.

Ideas relating to this discussion might include:

- language features used to describe sport and teamwork (e.g. cliché)
- teams are made up of different individuals with differing attitudes / personalities (but a shared goal)
- teams show us how to work with different people, to be adaptable, to persevere, to enjoy victory, and to learn from defeat (lessons that can be applied to other aspects of life).

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • states a relevant idea • shows awareness of the use of the specified aspect(s). 	<p>The response:</p> <ul style="list-style-type: none"> • attempts to address the question • states a relevant idea • shows awareness of the use of the specified aspect(s) • includes details from the text(s). 	<p>The response fulfils the intent of the assessment criteria for Achievement, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “Who needs the world when you can pedal your way to paradise?”)

The question prompts a discussion of the writer’s bike trip.

Ideas relating to this discussion might include:

- language features used to describe the ride, the landscape, the arrival
- that satisfaction / reward of completing a challenge
- how the COVID-19 pandemic has changed people’s travel and personal priorities.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • states a relevant idea • shows awareness of the use of the specified aspect(s). 	<p>The response:</p> <ul style="list-style-type: none"> • attempts to address the question • states a relevant idea • shows awareness of the use of the specified aspect(s) • includes details from the text(s). 	<p>The response fulfils the intent of the assessment criteria for Achievement, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, although some parts may be partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

N0 = No response; no relevant evidence.