

Assessment Schedule – 2021**English: Respond critically to specified aspect(s) of studied written text(s), supported by evidence (91472)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Responding critically to specified aspect(s) of studied written text(s), with supporting evidence, involves developing the focus and scope of an argument discussing the aspect(s), and integrating a range of relevant points, supported by accurate and relevant evidence.</i></p> <p>The argument will be communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.</p>	<p><i>Responding critically and convincingly to specified aspect(s) of studied written text(s), with supporting evidence, involves making discerning, informed responses to the aspect(s), supported by accurate and relevant evidence.</i></p> <p>The argument will be communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.</p>	<p><i>Responding critically and perceptively to specified aspect(s) of studied written text(s), with supporting evidence, involves making sophisticated and insightful and / or original responses to the aspect(s), integrated with accurate and relevant evidence.</i></p> <p>The argument may include explanation of how significant aspects of the text(s) communicate ideas about contexts such as human experience, society, and the wider world.</p>

“Specified aspects” are selected (as per Explanatory Note 3 of the standard) from:

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. figurative language, syntax, style, symbolism, diction, vocabulary, sound devices)
- structures (e.g. narrative sequence, beginnings and endings).

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

Evidence

Note: Points cited below as evidence are indicative and not exclusive.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to demonstrate an understanding of a specified aspect of the text(s).</p>	<p>Shows some limited understanding of a specified aspect of the text(s).</p> <p>Develops a simple argument.</p> <p>Shows a limited familiarity with the text(s).</p> <p>Gives some evidence of a critical response.</p> <p>Uses simple vocabulary accurately to discuss the text(s).</p>	<p>Shows some understanding of a specified aspect of the text(s).</p> <p>Develops a relevant argument.</p> <p>Shows some evidence of familiarity and engagement with the text(s).</p> <p>Communicates a straightforward critical response.</p> <p>Demonstrates some ability to use writing conventions.</p>	<p>Shows a good understanding of a specified aspect of the text(s), but may have an inconsistent approach.</p> <p>Develops a relevant and focused argument.</p> <p>Shows evidence of familiarity and engagement with the text(s).</p> <p>Clearly communicates a focused critical response.</p> <p>Demonstrates an ability to use writing conventions.</p>	<p>Shows some convincing understanding of a specified aspect of the text(s), but may be inconsistent.</p> <p>Develops a partially convincing argument that demonstrates some maturity and discernment in evaluating the text(s).</p> <p>Shows an accurate knowledge of and convincing engagement with the text(s), which may move beyond the text(s) in critical analysis, with partial success.</p> <p>Begins to develop an informed critical response (inferences based on personal understanding and awareness of themes, craft, and purpose, etc.).</p> <p>Makes some accurate use of academic writing conventions and style features, but may include irrelevancies and / or clumsiness.</p>	<p>Shows a sound and convincing understanding of a specified aspect of the text(s).</p> <p>Develops a convincing argument that demonstrates some maturity and discernment in evaluating the text(s).</p> <p>Shows comprehensive knowledge of and convincing engagement with the text(s), which may move beyond the text(s) in critical analysis.</p> <p>Develops an informed critical response (inferences are made based on personal understanding and awareness of themes, craft, and purpose, etc.).</p> <p>Makes some accurate use of academic writing conventions and style features, but may include minor irrelevancies and / or clumsiness.</p>	<p>Shows some insight and perception about a specified aspect of the text(s) and how it relates to the rest of the text(s), or to other context(s) such as human experience, society, and the wider world.</p> <p>Develops a partially original or insightful argument that demonstrates maturity and insight in evaluating the text(s) in terms of the statement.</p> <p>Shows insight in engagement with the text(s), and may link successfully to context(s) outside the text(s).</p> <p>Makes a judicious personal response to the text(s), demonstrating some critical insight and appreciation, and may move beyond the text(s) in evaluation.</p> <p>Makes mostly accurate use of academic writing conventions in a response that is articulate and shows some originality of expression.</p>	<p>Shows insight and perception about a specified aspect of the text(s) and how it relates to the rest of the text(s), or to other context(s) such as human experience, society, and the wider world.</p> <p>Develops an original or insightful argument or interpretation that demonstrates maturity and insight in evaluating the text(s) in terms of the statement.</p> <p>Shows insight in engagement with the text(s), and may make links between the statement and context(s) outside the text(s).</p> <p>Makes a judicious and sophisticated personal response to the text(s), demonstrating critical insight and appreciation, and may move beyond the text(s) in evaluation.</p> <p>Makes accurate use of academic writing conventions in a response that is articulate and shows some originality of expression.</p>

N1	N2	A3	A4	M5	M6	E7	E8
<p>Demonstrates weaknesses in style and / or organisation.</p> <p>Includes little direct evidence or quotation from the text(s) that may be relevant to the discussion.</p>	<p>Focuses mainly on summarising the content of the text.</p> <p>Includes some evidence that may be relevant to the discussion.</p>	<p>May follow the format of an essay structure, but with some weaknesses in organisation.</p> <p>Attempts to support the discussion with appropriate evidence.</p>	<p>Follows the format of an essay structure in a focused manner and addresses the statement fully.</p> <p>Supports the discussion with appropriate evidence from the text(s).</p>	<p>Writes a structured answer that has an introduction, linked paragraphs, and a conclusion, and addresses the statement with confidence.</p> <p>Provides a range of appropriate evidence woven into the response that supports the discussion.</p>	<p>Writes, with a sense of deliberate crafting, a structured answer that has an introduction, linked paragraphs, and a conclusion.</p> <p>Provides a range of appropriate detail and evidence woven into the response that supports the discussion.</p>	<p>Writes a cohesive, deliberately planned response with scope and focus.</p> <p>Provides insightful detail and evidence woven into the response that supports the discussion.</p>	<p>Writes a lucid essay with scope and focus that establishes a cohesive, integrated response.</p> <p>Provides generous and insightful detail and evidence woven into the response that supports and expands the discussion.</p>

N0 = No response; no relevant evidence.