**Assessment Schedule – 2014**

**English: Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence (91100)**

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|
| Analysing significant aspects of unfamiliar written text(s) involves making **developed interpretations** of how significant aspects of texts create meaning. | Analysing significant aspects of unfamiliar written text(s) convincingly involves making **reasoned and clear interpretations** of how significant aspects of texts create meaning. | Analysing significant aspects of unfamiliar written text(s) perceptively involves making **insightful and / or original interpretations** of how significant aspects of texts create meaning. |
| The response is likely to be explanatory rather than analytical, presenting a reasonable, but not necessarily accurate, explanation of meanings in the text. | The response is likely to be more connected to the writer's intentions, presenting appropriate evidence from the text to support an interpretation. | 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. |
| Understanding of the text will be linked to evidence of technique(s) used by the writer. | The response may move outside the text, or deliver a view of the meaning or purpose of the text. | |

"Significant aspects" of the written texts may include (as per Explanatory Note 5 of the standard):

• audiences and purposes

• ideas (eg themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings within the text)

• language features (eg figurative language, syntax, style, symbolism, vocabulary, sound devices)

• structures (eg 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.

**Evidence Statement**

**QUESTION ONE: NON-FICTION (Text A: "Review of *Encounters*")**

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---|---|---|---|---|---|---|---|
| | Identifies an aspect of the writer's response to the book. | **Describes and begins to explain** the writer's response to the book. | **Clearly explains** the writer's response to the book, and his thoughts about the ideas in it. | **Analyses** the writer's response to the book, and his understanding of the ideas and opinions in it. | **Clearly analyses** the writer's response to the book, and his understanding of the ideas and opinions in it. | **Clearly analyses, with some insight**, the writer's response to the book, and his understanding of the ideas and opinions in it. | **Insightfully analyses** the writer's response to the book, and understanding of the ideas and opinions in it. |
| Identifies techniques used in the text, but does not connect to meaning, purpose, or effect. | Attempts to connect an idea to techniques used in the text. | Explains how techniques are used to convey an idea. (May refer to techniques that have minimal effect on the reader's impressions of the text.) | Links an idea to supporting technique(s). (May refer to techniques that have minimal effect on the reader's impressions of the text.) | Supports the analysis with reference to techniques that have meaningful effects. | Supports the analysis with sensible interpretation of the impact of techniques. | Supports the analysis with meaningful interpretation of the impact of techniques. | Examines how the writer's language choices create meaning, tone, and impact. |
| | Attempts to show awareness of the writer's purpose. | Shows **a limited awareness**, possibly by implication, of the writer's purpose (to report an understanding of, and make recommendation for, the book reviewed). | **Acknowledges**, possibly by implication, the writer's purpose (to report an understanding of, and make recommendation for, the book reviewed). | Shows **some understanding** of the writer's purpose (to report an understanding of, and make recommendation for, the book reviewed). | Shows **understanding** of the writer's purpose (to report an understanding of, and make recommendation for, the book reviewed). | Shows **understanding, with some perception or insight**, of the writer's purpose (to report an understanding of, and make recommendation for, the book reviewed). | Shows **perception and / or insight** in discussion of the writer's purpose (to report an understanding of, and make recommendation for, the book reviewed). |
| | Uses some analysis-related terminology. | Uses analysis-related terminology **simply, with some accuracy**. | Uses analysis-related terminology **accurately**. | Uses analysis-related terminology **confidently**. | Uses analysis-related terminology **convincingly** to discuss features of the text. | Uses analysis-related terminology **convincingly and with some insight** to discuss features of the text. | Uses analysis-related terminology **insightfully** to discuss features of the text, possibly in support of a wider argument. |
| | | | | Links analysis of the review to awareness of the validity of the book, through connection of ideas and techniques. | Links analysis of the review to awareness of the validity of the book, through connection of ideas and techniques. | Links analysis of the review to awareness of the validity of the book, through connection of ideas and techniques. | Links analysis of the review to awareness of the validity of the book, through connection of ideas and techniques. |
| May include some direct evidence from the text that is relevant to the idea. | Includes some evidence from the text that is relevant to the idea. | Provides **some appropriate quotations** and **evidence** from the text. | Provides **clearly relevant quotations** and **evidence** from the text. | Weaves **a range of appropriate evidence** throughout the response to support the main ideas. | Weaves **a range of convincing evidence** throughout the response to support the main ideas. | Weaves **a range of convincing and possibly insightful evidence** throughout the response to support the key argument(s). | Weaves **a range of insightful evidence** throughout the response to support and expand on the key argument(s). |

*Examples of language features that may be referred to at any level of achievement include:*

- <u>Personal pronouns</u>: "I own a house" (line 1), "Who are we, and what have we thought of ourselves…?" (lines 15–16)
- <u>Colloquial language</u>: "slap-bang" (lines 1–2)
- Strong, repeated <u>assonance</u>: "enclose and embrace" (line 21), "encountering the encircling" (lines 24–25), "emerged and evolved" (line 29)
- <u>Emotive and persuasive language</u>: "Lyrical, breath-taking and provocative" (line 33)

**N0** = No response; no relevant evidence.

**QUESTION TWO: POETRY (Text B: "The Horse is Loose")**

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---|---|---|---|---|---|---|---|
| | Identifies an idea in the text. | **Describes and begins to explain** how the poet creates a sense of danger and panic. | **Clearly explains** how the poet creates a sense of danger and panic. | **Analyses** how the poet creates a sense of danger and panic. | **Clearly analyses** how the poet creates a sense of danger and panic. | **Clearly analyses, with some insight**, how the poet creates a sense of danger and panic. | **Insightfully analyses** how the poet creates a sense of danger and panic. |
| Identifies techniques used in the text, but does not connect to meaning, purpose, or effect. | Attempts to connect an idea to techniques used in the text. | Explains how techniques are used to create a sense of danger and panic. (May refer to techniques that have minimal effect on the reader's impressions of the text.) | Links the sense of danger and panic created to supporting technique(s). (May refer to techniques that have minimal effect on the reader's impressions of the text.) | Supports the analysis with reference to techniques that have meaningful effects. | Supports the analysis with sensible interpretation of the impact of techniques. | Supports the analysis with meaningful interpretation of the impact of techniques. | Examines how the writer's language choices create meaning, tone, and impact. |
| | Attempts to show awareness of the poet's purpose. | Shows a **limited awareness**, possibly by implication, of the poet's purpose (to create a sense of danger and panic). | **Acknowledges**, possibly by implication, the poet's purpose (to create a sense of danger and panic). | Shows **some understanding** of the poet's purpose (to create a sense of danger and panic). | Shows **understanding** of the poet's purpose (to create a sense of danger and panic), through connection with ideas and techniques. | Shows **understanding, with some perception or insight** of the poet's purpose (to create a sense of danger and panic), through analysis of ideas and techniques. | Shows **insight** in discussion of the poet's purpose (to create a sense of danger and panic), through analysis of ideas and techniques. |
| | Uses some analysis-related terminology. | Uses analysis-related terminology **simply, with some accuracy**. | Uses analysis-related terminology **accurately**. | Uses analysis-related terminology **confidently**. | Uses analysis-related terminology **convincingly** to discuss features of the text. | Uses analysis-related terminology **convincingly and with some insight** to discuss features of the text. | Uses analysis-related terminology **insightfully** to discuss features of the text, possibly in support of a wider argument. |
| May include some direct evidence from the text that is relevant to the idea. | Includes some evidence from the text that is relevant to the idea. | Provides **some appropriate quotations and evidence** from the text. | Provides **clearly relevant quotations** and **evidence** from the text. | Weaves **a range of appropriate evidence** throughout the response to support the main ideas. | Weaves **a range of convincing evidence** throughout the response to support the main ideas. | Weaves **a range of convincing and possibly insightful evidence** throughout the response to support the key argument(s). | Weaves **a range of insightful evidence** throughout the response to support and expand on the key argument(s). |

*Examples of language features that may be referred to at any level of achievement include:*

• Fragment: "In traffic." (line 1), "The rider." (line 13)

• Personification: "stirrups beating" (line 2), the horse / is now a tap dancer" (lines 8–9)

• Alliteration: "both / … breath" (lines 15–16)

• Metaphor: "breath in shovelfuls" (line 16)

**N0** = No response; no relevant evidence.

**QUESTION THREE: FICTION (Text C: "It's for Your Own Good")**

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---|---|---|---|---|---|---|---|
| | Identifies an idea in the text. | **Describes and begins to show understanding** of the narrator's condition and her / his response to it. | **Clearly shows understanding** of the narrator's condition and her / his response to it. | **Analyses** the situation and responses of the narrator. | **Clearly analyses** the situation and responses of the narrator. | **Clearly analyses, with some insight**, the situation and responses of the narrator. | **Insightfully analyses** the situation and responses of the narrator. |
| Identifies techniques used in the text, but does not connect to meaning, purpose, or effect. | Attempts to connect an idea to techniques used in the text. | Explains how techniques are used to convey the narrator's position. (May refer to techniques that have minimal effect on the reader's impressions of the text.) | Links the narrator's situation to supporting technique(s). (May refer to techniques that have minimal effect on the reader's impressions of the text.) | Supports the analysis with reference to techniques that have meaningful effects. | Supports the analysis with sensible interpretation of the impact of language techniques. | Supports the analysis with meaningful interpretation of the impact of techniques. | Examines how the writer's language choices create meaning, tone, and impact. |
| | Attempts to show awareness of the writer's purpose. | Shows **a limited awareness**, possibly by implication, of the writer's purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them). | **Acknowledges**, possibly by implication, the writer's purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them). | Shows **some understanding** of the writer's purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them), drawn from analysis of the text. | Shows **understanding** of the writer's purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them), through connection with ideas and techniques. | Shows **understanding, with some perception or insight**, of the writer's purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them), through analysis of ideas and techniques. | Shows **insight** in discussion of the writer's purpose (to explore the circumstances of the young narrator, and the strength s/he finds to face them), through analysis of ideas and techniques. |
| | Uses some analysis-related terminology. | Uses analysis-related terminology **simply, with some accuracy**. | Uses analysis-related terminology **accurately**. | Uses analysis-related terminology **confidently**. | Uses analysis-related terminology **convincingly** to discuss features of the text. | Uses analysis-related terminology **convincingly and with some insight** to discuss features of the text. | Uses analysis-related terminology **insightfully** to discuss features of the text, possibly in support of a wider argument. |
| May include some direct evidence from the text that is relevant to the idea. | Includes some evidence from the text that is relevant to the idea. | Provides **some appropriate quotations and evidence** from the text. | Provides **clearly relevant quotations** and **evidence** from the text. | Weaves **a range of appropriate evidence** throughout the response to support the main ideas. | Weaves **a range of convincing evidence** throughout the response to support the main ideas. | Weaves **a range of convincing and possibly insightful evidence** throughout the response to support the key argument(s). | Weaves **a range of insightful evidence** throughout the response to support and expand on the key argument(s). |

*Examples of language features that may be referred to at any level of achievement include:*

• <u>Narrative point-of-view</u>: second-person "you"

• <u>Metaphor</u>: "a thousand firefly lights dance around inside you" (line 12)

• <u>Repeated structure</u>: "No children … No cars …" (line 21)

• <u>Alliteration</u> / <u>sibilance</u>: "silver and steel grey" (lines 20–21), "the stillness of the wetlands seeping" (lines 22–23)

**N0** = No response; no relevant evidence.

**Cut Scores**

|  | Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|---|---|
| **Score range** | 0 – 6 | 7 – 12 | 13 – 18 | 19 – 24 |