Assessment Schedule – 2013

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: "A Transit of Venus")

N1	N2	A3	A4	M5	M6	E7	E8
	Identifies an aspect of the writer's experiences of science in the text.	**Describes and begins to explain** the writer's experiences of science in the text.	**Clearly explains** the writer's experiences of science and thoughts about the nature of discovery in the text.	**Analyses** the writer's experiences of science and understanding of the nature of discovery in the text, by recognising features such as relevance, or implications.	**Clearly analyses** the writer's experiences of science and understanding of the nature of discovery in the text, by recognising features such as relevance, or implications.	**Convincingly analyses, possibly with limited insight**, the writer's experiences of science and grasp of the nature of discovery that are recorded in the text, by recognising features such as relevance, implications, or impact.	**Insightfully analyses** the writer's experiences of science and grasp of the nature of discovery that are recorded in the text, by recognising features such as relevance, implications, or impact.
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 reveal his personal experience of science).	**Acknowledges**, possibly by implication, the writer's purpose in revealing his personal experience of science and understanding of scientific discovery.	Shows **some understanding** of the writer's purpose (to reveal his personal experience of science), and links this by analysis of the text to his understanding of scientific discovery.	Shows **understanding** of the writer's purpose (to reveal his personal experience of science, and his understanding of the impact and pace of scientific discovery) through connection with ideas and techniques.	Conveys **a convincing understanding** of the writer's purpose (to reveal his personal experience of science, and his understanding of the impact and pace of scientific discovery), through the analysis of ideas and techniques.	Shows **insight** in discussion of the writer's purpose (to reveal his personal experience of science, and his understanding of the impact and pace of scientific discovery), through the 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 appropriate evidence** throughout the response to support the main ideas.	Weaves **a range of convincing 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).

Language features that may be referred to at any level of achievement include:

• First person point of view: "I", "me", "my" – establishes a perspective

- Word choice: "sweeping", "pummelled", "dusting", "crashed" (lines 3–5) – evokes a dramatic setting
- Personification: "tottering finger of rock" (line 5) – suggests fragility
- Listing (of scientific equipment): "Two telescopes, binoculars, hand-held dark filters" (line 7) – suggests focus
- Oxymoron: "visible by concealment" (lines 9–10)
- Imagery (of Venus' progress across the face of the Sun): "First a tiny sliver … kissing the Sun from within and detaching" (lines 9–12) – is detailed and strong
- Simile: "fluttering like fantails" (lines 16–17)
- Exclamatory statements (by the children): "just like the Moon!" (line 19)
- Antithesis: "As the known world expanded, the unknown world shrank" (lines 25–26)
- Jargon: "latitude and longitude" (line 29)

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: "Cracked")

N1	N2	A3	A4	M5	M6	E7	E8
	Identifies an idea in the text.	**Describes and begins to explain** the characters' approaches to their problem in the text.	**Clearly explains** the characters' approaches to their problem in the text.	**Analyses** the characters' approaches to their problem in the text, by recognising features such as relevance, or implications.	**Clearly analyses** the characters' approaches to their problem in the text, by recognising features such as relevance, or implications.	**Convincingly analyses, possibly with limited insight**, the characters' approaches to their problem that are recorded in the text, by recognising features such as relevance, implications, or impact.	**Insightfully analyses** the characters' approaches to their problem that are recorded in the text, by recognising features such as relevance, implications, or impact.
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 characters' approaches. May refer to techniques that have minimal effect on the reader's impressions of the text.	Links the characters' approaches 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 suggest an association between the crack in the wall and the characters' relationship).	**Acknowledges**, possibly by implication, the poet's purpose in linking the crack in the wall to a rift in the relationship.	Shows **some understanding** of the poet's purpose (to link the physical and emotional through metaphor) by analysis of the text.	Shows **understanding** of the poet's purpose (to link the physical and emotional through metaphor) through connection with ideas and techniques.	Conveys a **convincing understanding** of the poet's purpose (to link the physical and emotional through metaphor) through analysis of ideas and techniques.	Shows **insight** in discussion of the poet's purpose (to link the physical and emotional through metaphor) 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 appropriate evidence** throughout the response to support the main ideas.	Weaves **a range of convincing 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).

Language features that may be referred to at any level of achievement include:

• Cliché (or pun): "putting panic on hold / for a rainy day" (lines 11–12)

• Metaphor: "I'm on a fault line" (line 13)

• Alliteration: "buckled tape / and seamed board" (lines 20–21), "spread across ceilings" (line 26)

• Simile: "like … a torn page" (lines 23–24)

- Personification: "mad jaw" (line 6), "wrinkles" (line 25)
- Hyperbole: "I have to tug and sweat" (line 28)
- Stanza form – suggests scattered thoughts
- Word choice (or tone) – from the domestic situation, moving to an emotional landscape

N0 = No response; no relevant evidence.

QUESTION THREE: FICTION (Text C: "The Daydreamer")

N1	N2	A3	A4	M5	M6	E7	E8
	Identifies an idea in the text.	**Describes and begins to show understanding** of the young narrator in the text.	**Clearly shows understanding** of the young narrator in the text.	**Analyses** the situation and responses of the young narrator in the text, by recognising features such as relevance, or implications.	**Clearly analyses** the situation and responses of the young narrator in the text, by recognising features such as relevance, or implications.	**Convincingly analyses, possibly with limited insight**, the situation and responses of the young narrator that are recorded in the text, by recognising features such as relevance, implications, or impact.	**Insightfully analyses** the situation and responses of the young narrator that are recorded in the text, by recognising features such as relevance, implications, or impact.
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 narrator.	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.	**Acknowledges**, possibly by implication, the writer's purpose.	Shows **some understanding** of the writer's purpose, drawn from analysis of the text.	Shows **understanding** of the writer's purpose, through connection with ideas and techniques.	Conveys **a convincing understanding** of the writer's purpose, through analysis of ideas and techniques.	Shows **insight** in discussion of the writer's purpose 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 appropriate evidence** throughout the response to support the main ideas.	Weaves **a range of convincing 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).

Language features that may be referred to at any level include:

• Metaphor: "struggled into boyhood" (line 1)

• Inference: "an inhaler as my constant companion" (line 1), "drone on and on about some dead English poet" (line 14)

• Alliteration: "brown boy with big hopeful eyes" (line 5)

• Questions: "Was I to blame, then …?" (line 6)

• Onomatopoeia: "zooming" (line 9)

• Slang: "hit that road" (line 17)

• Allusion: "Arnie" (line 18)

- Mimicry: "'He's b-b-back'" (line 23)
- Syntax – develops the narrator's voice

N0 = No response; no relevant evidence.

Judgement Statement

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