Assessment Schedule – 2020

English: Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence (91474)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
*Responding **critically** to unfamiliar written texts through close reading, using supporting evidence* involves making evaluative interpretations and judgements about significant aspects of the texts, supported by accurate and relevant evidence.	*Responding **critically and convincingly** to unfamiliar written texts through close reading, using supporting evidence* involves making discerning, informed critical responses to significant aspects of the texts, supported by accurate and relevant evidence.	*Responding **critically and perceptively** to unfamiliar written texts through close reading, using supporting evidence* involves making sophisticated and insightful and / or original critical responses to significant aspects of the texts, integrated with accurate and relevant evidence. The response may include explanation of how significant aspects communicate ideas about contexts such as human experience, society, and the wider world.

"Aspects" of the written texts may include (as per Explanatory Note 4 of the standard):

* audiences and purposes
* ideas (e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings within the text)
* language features (e.g. figurative language, syntax, style, symbolism, diction, vocabulary, sound devices)
* structures (e.g. 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's response may exceed the space provided, or a concise response may use less than the given space. For Merit or Excellence, however, the candidate needs to analyse, usually beyond a brief statement.
* The evidence in this Assessment Schedule offers one example of the skill required to achieve at each level. Each response must be marked for the skills displayed, and not for accuracy of content knowledge or agreement with expert interpretations of the texts.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24

Evidence

QUESTION ONE: Prose (Text A: "On being lost for words")

N1	N2	A3	A4	M5	M6	E7	E8
Identifies an idea from the text about the significance of language to people	**Identifies an idea** from the text about the significance of language to people.	**Begins to present a critical discussion** of the writer's exploration of the significance of language to people.	**Presents a critical discussion** of the writer's exploration of the significance of language to people.	**Presents a convincing critical discussion** of the writer's exploration of the significance of language to people.	**Presents a convincing critical discussion** of the writer's exploration of the significance of language to people.	**Presents a perceptive critical discussion** of the writer's exploration of the significance of language to people.	**Presents a perceptive critical discussion** of the writer's exploration of the significance of language to people.
OR							
Gives an example of an aspect of written texts without accurately identifying an idea about the significance of language to people.	Gives an example of an aspect of written texts with a tenuous link to the identified idea.	Gives an example of at least TWO **valid** aspects of written texts (one may be weaker or less specific than the other).	Gives an example of at least TWO **valid and specific** aspects of written texts.	Gives an example of at least TWO **valid and specific** aspects of written texts.	Gives an example of at least TWO **valid and specific** aspects of written texts.	Gives an example of at least TWO **valid and specific** aspects of written texts.	Gives an example of at least TWO **valid and specific** aspects of written texts.
	Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.	Makes a **relevant comment** on how the aspects are used by the writer to explore the significance of language to people.	Makes a **relevant comment** on how the aspects are used by the writer to explore the significance of language to people.	Presents a **valid discussion, with some detail**, of how the aspects are used by the writer to explore the significance of language to people.	Presents a **valid and detailed discussion** of how the aspects are used by the writer to explore the significance of language to people.	Presents an **insightful** or **discerning critical discussion** of how the aspects are used by the writer to explore the significance of language to people.	Presents a **consistently insightful** or **discerning critical discussion** of how the aspects are used by the writer to explore the significance of language to people.
				Demonstrates a **convincing awareness** of the writer's exploration of the significance of language to people.	Demonstrates a **convincing awareness** of the writer's exploration of the significance of language to people, and **attempts to trace the development** of ideas throughout the text.	Demonstrates an **integrated and perceptive awareness** of the writer's exploration of the significance of language to people, and **traces the development** of ideas throughout the text.	Demonstrates an **integrated and perceptive awareness** of the writer's exploration of the significance of language to people, and **traces the development** of ideas throughout the text.

The discussion might include reference to aspects of the written text such as:

• audiences and purposes

• ideas (e.g. language as a reflection of culture and identity; language-learning as a challenge; language as self-expression; the role of language in maintaining relationships)

• language features (e.g. figurative language; emotive language; diction; personal pronouns; non-English words)

• structures (e.g. narrative sequence; chronology / change of time; general to specific).

N0 = No response; no relevant evidence.

QUESTION TWO: Poetry (Text B: "Frank")

N1	N2	A3	A4	M5	M6	E7	E8
Identifies an idea from the text about people's connections to their surroundings	**Identifies an idea** from the text about people's connections to their surroundings.	**Begins to present a critical discussion** of the writer's exploration of people's connections to their surroundings.	**Presents a critical discussion** of the writer's exploration of people's connections to their surroundings.	**Presents a convincing critical discussion** of the writer's exploration of people's connections to their surroundings.	**Presents a convincing critical discussion** of the writer's exploration of people's connections to their surroundings.	**Presents a perceptive critical discussion** of the writer's exploration of people's connections to their surroundings.	**Presents a perceptive critical discussion** of the writer's exploration of people's connections to their surroundings.
OR							
Gives an example of an aspect of written texts without accurately identifying an idea about people's connections to their surroundings.	Gives an example of an aspect of written texts with a tenuous link to the identified idea.	Gives an example of at least TWO **valid** aspects of written texts (one may be weaker or less specific than the other).	Gives an example of at least TWO **valid and specific** aspects of written texts.	Gives an example of at least TWO **valid and specific** aspects of written texts.	Gives an example of at least TWO **valid and specific** aspects of written texts.	Gives an example of at least TWO **valid and specific** aspects of written texts.	Gives an example of at least TWO **valid and specific** aspects of written texts.
	Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.	Makes a **relevant comment** on how the aspects convey the writer's exploration of people's connections to their surroundings.	Makes a **relevant comment** on how the aspects convey the writer's exploration of people's connections to their surroundings.	Presents a **valid discussion, with some detail**, of how the aspects convey the writer's exploration of people's connections to their surroundings.	Presents a **valid and detailed discussion** of how the aspects convey the writer's exploration of people's connections to their surroundings.	Presents an **insightful** or **discerning critical discussion** of how the aspects convey the writer's exploration of people's connections to their surroundings.	Presents a **consistently insightful** or **discerning critical discussion** of how the aspects convey the writer's exploration of people's connections to their surroundings.
				Demonstrates a **convincing awareness** of the writer's exploration of people's connections to their surroundings.	Demonstrates a **convincing awareness** of the writer's exploration of people's connections to their surroundings, and **attempts to trace the development** of ideas throughout the text.	Demonstrates an **integrated and perceptive awareness** of the writer's exploration of people's connections to their surroundings, and **traces the development** of ideas throughout the text.	Demonstrates an **integrated and perceptive awareness** of the writer's exploration of people's connections to their surroundings, and **traces the development** of ideas throughout the text.

The discussion might include reference to aspects of the written text such as:

- audiences and purposes
- ideas (e.g. the connection between memory and place; "fear" as an example of emotional connection to place; repeated behaviour connected to place; the identification of a place with a person)
- language features (e.g. figurative language; emotive language; listing; onomatopoeia; personal pronouns)
- structures (e.g. stanza variation; chronology).

N0 = No response; no relevant evidence.

QUESTION THREE: Comparison of the texts

N1	N2	A3	A4	M5	M6	E7	E8
Identifies an idea about the nature of relationships between people in ONE text	**Identifies an idea** about the nature of relationships between people in ONE text.	**Begins to present a critical discussion** of how the writers portray the complexity of relationships between people. May attempt to compare and / or contrast the texts.	**Presents a critical discussion** comparing how the writers portray the complexity of relationships between people.	**Presents a convincing critical discussion** comparing how the writers portray the complexity of relationships between people.	**Presents a convincing critical discussion** comparing how the writers portray the complexity of relationships between people.	**Presents a perceptive critical discussion** comparing how the writers portray the complexity of relationships between people.	**Presents a perceptive critical discussion** comparing how the writers portray the complexity of relationships between people.
OR Gives an example of an aspect of written texts without accurately identifying an idea about the nature of relationships between people.	Gives an example of an aspect of written texts with a tenuous link to the identified relationship.	Gives an example of at least ONE **valid** aspect of written texts used in EACH text (one may be weaker or less specific than the other).	Gives an example of at least ONE **valid and specific** aspect of written texts used in EACH text.	Gives an example of at least ONE **valid and specific** aspect of written texts used in EACH text.	Gives an example of at least ONE **valid and specific** aspect of written texts used in EACH text.	Gives an example of at least ONE **valid and specific** aspect of written texts used in EACH text.	Gives an example of at least ONE **valid and specific** aspect of written texts used in EACH text.
	Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.	Makes a **relevant comment** on how the aspects convey the writers' views of the complexity of relationships between people.	Makes a **relevant comment** on how the aspects convey the writers' views of the complexity of relationships between people.	Presents a **valid discussion, with some detail**, of how the aspects convey the writers' views of the complexity of relationships between people.	Presents a **valid and detailed discussion** of how the aspects convey the writers' views of the complexity of relationships between people.	Presents an **insightful** or **discerning critical discussion** of how the aspects convey the writers' views of the complexity of relationships between people.	Presents a **consistently insightful** or **discerning critical discussion** of how the aspects convey the writers' views of the complexity of relationships between people.
						Demonstrates an understanding of the significance to the writers of the complexity of relationships between people.	**Demonstrates an understanding** of the significance to the writers of the complexity of relationships between people; may draw on contexts beyond the texts.

The discussion might include reference to:

- how perceptions of others change over time
- how relationships change through experience
- changing "places" in relationships
- the effect of one relationship on another.

N0 = No response; no relevant evidence.