

NEW ZEALAND SCHOLARSHIP 2004

ASSESSMENT SCHEDULE FOR ENGLISH

Although NOT explicitly required in the criteria at these levels, essays should nevertheless show accurate use and control of the conventions of academic writing.

Note: Three essays must be completed.

<p><u>The Outstanding Performance – Performance Descriptor 1 essay will:</u></p> <p><i>demonstrate extensive knowledge of texts and methods used in crafting them</i></p> <p><i>respond critically with mature ideas and independent reflection</i></p> <p><i>demonstrate an exceptional level of sustained critical response showing consistent ability to synthesise knowledge, understanding and argument</i></p>	<p><i>indicated by:</i></p> <ul style="list-style-type: none">• fluency• confident use of terminology to describe content, processes and crafting• suitable to purposes of the argument (question/topic)• references interwoven• perception• some substantiated independent thought• high level of response• close academic and critical referencing• coherent discussion• independent views• arguments structured – coherent and deliberate response to topics• high level of engagement• personal response
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<p><u>The Performance Descriptor 2 essay will:</u></p> <p><i>demonstrate extensive knowledge of texts and methods used in crafting them</i></p> <p><i>respond critically with mature ideas and independent reflection</i></p> <p><i>sustain coherent, substantiated and engaging argument</i></p>	<p><i>indicated by</i></p> <ul style="list-style-type: none">• fluency• use of terminology to describe content, processes and crafting• use of texts suitable to purposes of the argument (question/topic)• references interwoven• perception• some independent thought, not necessarily orthodox but nevertheless substantiated and argued coherently and logically• arguments structured, coherent and deliberate response to topics• high levels of engagement• personal response
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<p><u>The Performance Descriptor 3 essay will:</u></p> <p><i>demonstrate extensive knowledge of texts and methods used in crafting them</i></p> <p><i>respond critically with mature ideas and independent reflection</i></p> <p><i>demonstrate coherent and substantiated argument</i></p>	<p><i>indicated by</i></p> <ul style="list-style-type: none"> • <i>fluency and use of terminology to describe content, processes and crafting.</i> • <i>Texts chosen are suitable for the purposes of the argument</i> • <i>references are interwoven</i> • <i>ideas showing perception, some independent thought, not necessarily representing orthodox critical views</i> • <i>arguments structured, coherent, substantiated</i> • <i>personal response</i>
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<p><u>The Performance Descriptor 4 essay will:</u></p> <p><i>demonstrate knowledge of texts and methods used in crafting them</i></p> <p><i>respond critically with some mature ideas and independent reflection</i></p> <p><i>demonstrate coherent and substantiated argument</i></p>	<p><i>indicated by</i></p> <ul style="list-style-type: none"> • <i>fluency</i> • <i>use of terminology to describe content, processes and crafting.</i> • <i>texts chosen are suitable for the purposes of the argument</i> • <i>discussion may be unbalanced</i> • <i>some interweaving</i> • <i>ideas showing perception, some independent thought, not necessarily representing orthodox critical views</i> • <i>arguments substantiated</i> • <i>personal response</i>
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