

Assessment Schedule – 2006**Scholarship English (93001)**

The Performance Descriptor 1 essay will:	indicated by:
<ul style="list-style-type: none"> demonstrate extensive knowledge of texts and methods used in crafting them respond critically with mature ideas and independent reflection demonstrate an exceptional level of sustained critical response, showing consistent ability to synthesise knowledge, understanding and argument <p>7, 8 marks</p>	<ul style="list-style-type: none"> fluency confident use of terminology to describe content, processes and crafting use of texts and references suitable to purposes of the argument (question / topic) references are 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 topic high level of engagement personal response

The Performance Descriptor 2 essay will:	indicated by:
<ul style="list-style-type: none"> demonstrate extensive knowledge of texts and methods used in crafting them respond critically with mature ideas and independent reflection sustain coherent, substantiated and engaging argument <p>5, 6 marks</p>	<ul style="list-style-type: none"> fluency use of terminology to describe content, processes and crafting use of texts and references suitable to purposes of the argument (question / topic) references are interwoven perception some independent thought, not necessarily orthodox, but nevertheless substantiated and argued coherently and logically arguments structured, coherent and deliberate response to topic high level of engagement personal response

The Performance Descriptor 3 essay will:	indicated by:
<ul style="list-style-type: none"> demonstrate extensive knowledge of texts and methods used in crafting them respond critically with mature ideas and independent reflection demonstrate coherent and substantiated argument <p>3, 4 marks</p>	<ul style="list-style-type: none"> fluency use of terminology to describe content, processes and crafting texts and references chosen are suitable for the purposes of the argument / question / topic references are interwoven ideas showing perception, some independent thought, not necessarily representing orthodox critical views arguments structured, coherent, substantiated personal response

The Performance Descriptor 4 essay will:	indicated by:
<ul style="list-style-type: none"> demonstrate knowledge of texts and methods used in crafting them respond critically with some mature ideas and independent reflection demonstrate coherent and substantiated argument <p>1, 2 marks</p>	<ul style="list-style-type: none"> fluency use of terminology to describe content, processes and crafting texts and references chosen are suitable for the purposes of the argument / question / topic discussion may be unbalanced* some interweaving of references ideas showing perception, some independent thought, not necessarily representing orthodox critical views arguments substantiated personal response <p>*“unbalanced” may be in terms of the question itself and /or the use of support evidence. See also Note 1, below.</p>

Notes:

1. A nine-point marking scale (0–8) is used to assess each essay.
2. Substantial and integral repetition of material in Sections B and C will be seen as producing “unbalanced” answers. Therefore, essays that repeat material may achieve no higher than 1 or 2 marks.
3. **0** will be awarded where any essay is wholly lacking in **scholarship** substance.
4. Although NOT explicitly required in the criteria at these levels, essays should nevertheless show accurate use and control of the conventions of academic writing.