

Assessment Schedule – 2009**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 (Outstanding Scholarship)</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 (Scholarship)</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>4 marks (Borderline Scholarship)</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.

Below Scholarship The essay with Scholarship substance will:	indicated by aspects of:
<ul style="list-style-type: none"> demonstrate knowledge of texts and methods used in crafting them respond critically with mature ideas and independent reflection demonstrate coherent and substantiated argument. <p>3 marks (below Scholarship) 2 marks (low-level Scholarship) 1 mark (limited low-level Scholarship)</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 in terms of the question itself and / or the use of support evidence some interweaving of references ideas showing independent thought, not necessarily representing orthodox critical views arguments substantiated personal response.

Notes

- A nine-point marking scale (0–8) is used to assess each essay. 0 will be awarded where any essay is wholly lacking in **Scholarship** substance.
- Essays containing substantial and integral repetition of material in Sections B and C will achieve no higher than 1 or 2 marks.
- Although NOT explicitly required in the criteria at these levels, essays should nevertheless show accurate use and control of the conventions of academic writing.