

**Assessment Schedule – 2007****Scholarship English (93001)**

The <b>Performance Descriptor 1</b> essay will:	indicated by:
<ul style="list-style-type: none"> <li>• demonstrate extensive knowledge of texts and methods used in crafting them</li> <li>• respond critically with mature ideas and independent reflection</li> <li>• demonstrate an exceptional level of sustained critical response, showing consistent ability to synthesise knowledge, understanding and argument.</li> </ul> <p><b>7, 8 marks (Outstanding Scholarship)</b></p>	<ul style="list-style-type: none"> <li>• fluency</li> <li>• confident use of terminology to describe content, processes and crafting</li> <li>• use of texts and references suitable to purposes of the argument (question / topic)</li> <li>• references are interwoven</li> <li>• perception</li> <li>• some substantiated independent thought</li> <li>• high level of response</li> <li>• close academic and critical referencing</li> <li>• coherent discussion</li> <li>• independent views</li> <li>• arguments structured, coherent and deliberate response to topic</li> <li>• high level of engagement</li> <li>• personal response.</li> </ul>

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

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

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

**Notes:**

1. 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.
2. Essays containing substantial and integral repetition of material in Sections B and C will achieve no higher than 1 or 2 marks.
3. Although NOT explicitly required in the criteria at these levels, essays should nevertheless show accurate use and control of the conventions of academic writing.