

Assessment Schedule – 2005

Scholarship English (93001)

Candidates were required to answer three questions in an essay format.
A nine point marking scale (0-8) was used to assess each question (essay).

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

<p>The Performance Descriptor 1 essay will:</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>7, 8 marks</p>	<p><i>indicated by:</i></p> <ul style="list-style-type: none"> • <i>fluency</i> • <i>confident use of terminology to describe content, processes and crafting</i> • <i>use of texts suitable to purposes of the argument (question/topic)</i> • <i>references interwoven</i> • <i>perception</i> • <i>some substantiated independent thought</i> • <i>high level of response</i> • <i>close academic and critical referencing</i> • <i>coherent discussion</i> • <i>independent views</i> • <i>arguments structured, coherent and deliberate response to topics</i> • <i>high level of engagement</i> • <i>personal response</i>
<p>The Performance Descriptor 2 essay will:</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>5, 6 marks</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>use of texts suitable to purposes of the argument (question/topic)</i> • <i>references interwoven</i> • <i>perception</i> • <i>some independent thought, not necessarily orthodox but nevertheless substantiated and argued coherently and logically</i> • <i>arguments structured, coherent and deliberate response to topics</i> • <i>high level of engagement</i> • <i>personal response</i>

<p>The Performance Descriptor 3 essay will:</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>3, 4 marks</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>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>The Performance Descriptor 4 essay will:</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>2, 1 mark(s)</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 of references</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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*“unbalanced” may be in terms of the question itself and /or the use of support.

Note

- **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 Performance Descriptor 4.
- **Although NOT specifically required in the criteria at these levels, essays should nevertheless show accurate use and control of the conventions of academic writing.**
- 0 was awarded where any essay was wholly lacking in substance.

Judgement Statement

An aggregate mark of 24 from three questions was used in English.

In 2005, candidates who achieved 21–24 marks were awarded outstanding scholarship and candidates who achieved 13-20 marks were awarded scholarship.