



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2004

English (93001)

National Statistics

Assessment Report

Assessment Schedule

English, Scholarship, 2004

National Statistics

Number of Results	Percentage		
	Not Achieved	Scholarship	Outstanding
587	61.2%	32.2%	6.6%

Assessment Report

The typical Scholarship candidate was able to engage confidently in a discussion of the two unfamiliar texts: a prose passage and a poem. They were able to discuss the language techniques or methods used in crafting both passages, and show how they contributed to both the tone or mood and the message of both. A balanced treatment of both was shown. Typically, the weaker candidate struggled to sustain a discussion of both texts, discussed language features without a critical appreciation of their contribution, or discussed message without substantiating how it was conveyed.

In Question Two, the Scholarship candidate was able to discuss one or more texts, applying analytical rather than descriptive skills. An ability to respond critically, showing in-depth knowledge of the text and its crafting, and to develop and sustain an engaging argument that focused on the requirements of the question, was paramount.

Weaker candidates tended to address the question in a cursory manner and then focus on a theme or character essay. The ability to argue a point on the page with detailed reference to the texts was important. Those candidates who understood the scope of the question and showed evidence of independent reflection were rewarded. The ability to structure a coherent, fluent and focused essay was essential.

In Question Three, candidates who demonstrated both an in-depth and extensive knowledge of texts were rewarded. The ability to use details or an understanding of the crafting of texts to substantiate a point in an engaging argument was important in Question Three.

The exceptional level of critical response of the Outstanding candidates was first signalled by their ability to write. A strong focused introduction that fleshed out the issues inherent in the question and set up the parameters of their argument positioned these candidates effectively for a top-level performance. Synthesis was best achieved by candidates who had a strong appreciation of essay structure and an excellent level of vocabulary. They were able to integrate a wealth of knowledge and understanding into a seamless whole. These candidates also demonstrated a sense of real engagement with texts, which was demonstrated consistently throughout the paper.

The breadth of their reading of demanding texts and their ability to apply what they knew to a question, clearly thinking on the spot rather than regurgitating prepared materials, characterised the best candidates. Question focus was strong.

Candidates who met the Outstanding Performance criteria tended to develop essays that were long. An informed, extended argument that demonstrated an exceptional level of sustained critical response was inevitably closer to 1 000 words in length, particularly in Question Three where candidates were required to discuss a range of texts.

Assessment Schedule

Scholarship English (93001)

Evidence Statement

<p>A SCHOLARSHIP essay will:</p> <p>demonstrate extensive knowledge of texts and methods used in crafting them</p> <p>respond critically with mature ideas and independent reflection</p> <p>sustain coherent, substantiated and engaging argument</p>	<p>indicated by</p> <ul style="list-style-type: none"> fluency and ease in use of terminology to accurately describe content, processes and crafting of a number of texts suitable for the purpose of the arguments use of critical references may also be coherently interwoven <p>indicated by:</p> <ul style="list-style-type: none"> ideas showing perception, some originality and independent reflection not necessarily representing orthodox critical views but nevertheless substantiated and argued coherently and logically high levels of engagement with and personal response to texts discussed
Sufficiency:	2 essays to SCHOLARSHIP level will demonstrate Achievement at SCHOLARSHIP LEVEL

<p>A SCHOLARSHIP WITH OUTSTANDING PERFORMANCE essay will:</p> <p>demonstrate the SCHOLARSHIP criteria, and IN ADDITION will:</p> <p>demonstrate an exceptional level of sustained critical response showing consistent ability to synthesise knowledge, understanding and argument</p>	<p>indicated by:</p> <ul style="list-style-type: none"> very high level of critical response to texts and their crafting, often displaying original thought justified by close academic and critical referencing and coherent discussion of key points personal and original views will be 'woven' into critical perceptions and responses that are both orthodox and also representative of 'new' thinking, perhaps suggestive of new paradigms of thinking about language and literature arguments will be structured in coherent and deliberate response to topics
Sufficiency:	2 essays to SCHOLARSHIP WITH OUTSTANDING PERFORMANCE level will demonstrate Achievement at SCHOLARSHIP WITH OUTSTANDING PERFORMANCE LEVEL.

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

Three complete essays are required.