Assessment Schedule - 2019

English: Respond critically to specified aspect(s) of studied written text(s), supported by evidence (91472)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Responding critically to specified aspect(s) of studied written text(s), with supporting evidence involves developing the focus and scope of an argument discussing the aspect(s), and integrating a range of relevant points, supported by accurate and relevant evidence.	Responding critically and convincingly to specified aspect(s) of studied written text(s), with supporting evidence involves making discerning, informed responses to the aspect(s), supported by accurate and relevant evidence.	Responding critically and perceptively to specified aspect(s) of studied written text(s), with supporting evidence involves making sophisticated and insightful and / or original responses to the aspect(s), integrated with accurate and relevant evidence.
The argument will be communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.	The argument will be communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.	The argument may include explanation of how significant aspects of the text(s) communicate ideas about contexts such as human experience, society, and the wider world.

[&]quot;Specified aspects" are selected (as per Explanatory Note 3 of the standard) from:

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. figurative language, syntax, style, symbolism, diction, vocabulary, sound devices)
- structures (e.g. narrative sequence, beginnings and endings).

Evidence

Note: Points cited below as evidence are indicative and not exclusive.

N1	N2	A3	A4	M5	М6	E 7	E8
Attempts to demonstrate an understanding of a specified aspect of the text(s).	Shows some limited understanding of a specified aspect of the text(s).	Shows some understanding of a specified aspect of the text(s).	Shows a good understanding of a specified aspect of the text(s), but may have an inconsistent approach.	Shows some convincing understanding of a specified aspect of the text(s), but may be inconsistent.	Shows a sound and convincing understanding of a specified aspect of the text(s).	Shows some insight and perception about a specified aspect of the text(s) and how it relates to the rest of the text(s), or to other context(s) such as human experience, society, and the wider world.	Shows insight and perception about a specified aspect of the text(s) and how it relates to the rest of the text(s), or to other context(s) such as human experience, society, and the wider world.

N1	N2	А3	A4	M5	М6	E7	E8
	Develops a simple argument.	Develops a relevant argument.	Develops a relevant and focused argument.	Develops a partially convincing argument that demonstrates some maturity and discernment in evaluating the text(s).	Develops a convincing argument that demonstrates some maturity and discernment in evaluating the text(s).	Develops a partially original or insightful argument that demonstrates maturity and insight in evaluating the text(s) in terms of the statement.	Develops an original or insightful argument or interpretation that demonstrates maturity and insight in evaluating the text(s) in terms of the statement.
	Shows a limited familiarity with the text(s).	Shows some evidence of familiarity and engagement with the text(s).	Shows evidence of familiarity and engagement with the text(s).	Shows an accurate knowledge of and convincing engagement with the text(s), which may move beyond the text(s) in critical analysis, with partial success.	Shows comprehensive knowledge of and convincing engagement with the text(s), which may move beyond the text(s) in critical analysis.	Shows insight in engagement with the text(s), and may link successfully to context(s) outside the text(s).	Shows insight in engagement with the text(s), and may make links between the statement and context(s) outside the text(s).
	Gives some evidence of a critical response.	Communicates a straightforward critical response.	Clearly communicates a focused critical response.	Begins to develop an informed critical response (inferences based on personal understanding and awareness of themes, craft, and purpose, etc.).	Develops an informed critical response (inferences are made based on personal understanding and awareness of themes, craft, and purpose, etc.).	Makes a judicious personal response to the text(s), demonstrating some critical insight and appreciation, and may move beyond the text(s) in evaluation.	Makes a judicious and sophisticated personal response to the text(s), demonstrating critical insight and appreciation, and may move beyond the text(s) in evaluation.
	Uses simple vocabulary accurately to discuss the text(s).	Demonstrates some ability to use writing conventions.	Demonstrates an ability to use writing conventions.	Makes some accurate use of academic writing conventions and style features, but may include irrelevancies and / or clumsiness.	Makes some accurate use of academic writing conventions and style features, but may include minor irrelevancies and / or clumsiness.	Makes mostly accurate use of academic writing conventions in a response that is articulate and shows some originality of expression.	Makes accurate use of academic writing conventions in a response that is articulate and shows some originality of expression.
Demonstrates weaknesses in style and / or organisation.	Focuses mainly on summarising the content of the text.	May follow the format of an essay structure, but with some weaknesses in organisation.	Follows the format of an essay structure in a focused manner and addresses the statement fully.	Writes a structured answer that has an introduction, linked paragraphs, and a conclusion, and addresses the statement with confidence.	Writes, with a sense of deliberate crafting, a structured answer that has an introduction, linked paragraphs, and a conclusion.	Writes a cohesive, deliberately planned response with scope and focus.	Writes a lucid essay with scope and focus that establishes a cohesive, integrated response.
Includes little direct evidence or quotation from the text(s) that may be relevant to the discussion.	Includes some evidence that may be relevant to the discussion.	Attempts to support the discussion with appropriate evidence.	Supports the discussion with appropriate evidence from the text(s).	Provides a range of appropriate evidence woven into the response that supports the discussion.	Provides a range of appropriate detail and evidence woven into the response that supports the discussion.	Provides insightful detail and evidence woven into the response that supports the discussion.	Provides generous and insightful detail and evidence woven into the response that supports and expands the discussion.

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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence	
0 – 2	3 – 4	5 – 6	7 – 8	