

Assessment Schedule – 2017

English: Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence (90851)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Responses showing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence involve:</p> <ul style="list-style-type: none"> • identifying / selecting / describing an aspect of the text (reading “on the lines”) • explaining the meaning or effect of that aspect. 	<p>Responses showing convincing understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence involve:</p> <ul style="list-style-type: none"> • making a statement explaining an aspect of the text, with considerable further detail giving reasons to justify the explanation (reading “between the lines”) • making one or more comments in relation to how at least two aspects combine for effect. <p>The responses may:</p> <ul style="list-style-type: none"> • use a range of examples to illustrate a point • include multiple points to show connections are being made. 	<p>Responses showing perceptive understanding of significant aspects of an unfamiliar written text through close reading, using supporting evidence involve:</p> <ul style="list-style-type: none"> • appreciating how significant aspects of the text communicate the writer’s purpose (reading “beyond the lines”) • synthesising points from across the text • exploring a theme with examples from throughout the text. • showing understanding of the writer’s craft. <p>The responses may:</p> <ul style="list-style-type: none"> • relate the understanding of the writer’s purpose to the wider context of society and human experience.

“Aspects” of the written texts may include (as per Explanatory Note 3 of the standard):

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. figurative language, style, syntax, symbolism, vocabulary)
- structures (e.g. part text, whole text, narrative)
- text conventions (spelling, punctuation, grammar).

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24

Evidence

QUESTION ONE: PROSE (Text A: “Into the River”)

N1	N2	A3	A4	M5	M6	E7	E8
Identifies (or describes without accurately labelling) ONE language feature from the text OR gives an example of a language feature without further explanation.	Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example.	Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example. Shows understanding , through an appropriate explanation , of the way the feature shows the boys' experience as they make their way towards their goal.	Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example that clearly supports this choice. Shows a clear understanding , through an appropriate explanation , of the way the feature shows the boys' experience as they make their way towards their goal.	Presents some explanation of how significant aspects of the text <u>work together</u> to show the boys' experience as they make their way towards their goal. Supports the response with at least one appropriate example , and may begin to combine examples.	Presents a thorough explanation of how significant aspects of the text <u>work together</u> to show the boys' experience as they make their way towards their goal. Supports the response with appropriate examples , some of which are combined.	Shows some appreciation of how the writer develops the sense of the boys' anxiety / fear. Shows some appreciation of the writer's purpose: e.g. the boys' imaginations turn a day out fishing into a “dangerous” adventure. Shows an awareness of the writer's craft by examining the language choices used to create meaning and tone. Shows some understanding of the text in relation to wider contexts: e.g. the intensity of youthful imaginations; the nature of childhood friendships. Supports the response with appropriate examples .	Shows a clear appreciation of how the writer develops the sense of the boys' anxiety / fear. Shows a clear appreciation of the writer's purpose: Shows strong understanding of the writer's craft by examining the language choices used to create meaning and tone. Shows perceptive understanding of the text in relation to wider contexts: Supports the response with a range of appropriate examples .

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “Kitchen Stool”)

N1	N2	A3	A4	M5	M6	E7	E8
Makes a suggestion about the way the stool is used, without providing a quote in support of the observation OR identifies a quote from the text without any suggestion of how it relates to the use of the stool.	Makes a suggestion about the way the stool is used and identifies a quote from the text, without explaining any link between them.	Shows understanding , through an appropriate explanation linked to quotation from the text, of the writer's use of the stool.	Shows a clear understanding , through an appropriate explanation linked to quotation from the text, of the writer's use of the stool.	Presents some explanation of how significant aspects of the text <u>work together</u> to show the writer's feelings about the stool.	Presents a thorough explanation of how significant aspects of the text <u>work together</u> to show the writer's feelings about the stool.	Shows some appreciation of how the writer develops our understanding of her relationship with the stool throughout the text. Shows some appreciation of the writer's purpose: e.g. through regular use, a mundane item strengthens the writer's sense of the bonds between family members. Shows an awareness of the writer's craft by examining the language choices used to create meaning and tone. Shows some understanding of the text in relation to wider contexts: e.g. the domestic experiences that form a common thread linking generations of women. Supports the response with appropriate examples .	Shows a clear appreciation of how the writer develops our understanding of her relationship with the stool throughout the text. Shows a clear appreciation of the writer's purpose: Shows strong understanding of the writer's craft by examining the language choices used to create meaning and tone. Shows perceptive understanding of the text in relation to wider contexts: Supports the response with a range of appropriate examples .
				Supports the response with at least one appropriate example , and may begin to combine examples.	Supports the response with appropriate examples , some of which are combined.		

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “More than just a place to sleep”)

N1	N2	A3	A4	M5	M6	E7	E8
Identifies (or describes without accurately labelling) ONE language feature from the text OR gives an example of a language feature without further explanation.	Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example.	Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example. Shows understanding , through an appropriate explanation , of the way the feature shows how teenagers use or think about their bedrooms.	Identifies (or describes without accurately labelling) ONE language feature in the text, AND gives an appropriate example that clearly supports this choice. Shows a clear understanding , through an appropriate explanation , of the way the feature shows how teenagers use or think about their bedrooms.	Presents some explanation of how significant aspects of the text <u>work together</u> to show how teenagers use or think about their bedrooms. Supports the response with at least one appropriate example , and may begin to combine examples.	Presents a thorough explanation of how significant aspects of the text <u>work together</u> to show how teenagers use or think about their bedrooms. Supports the response with appropriate examples , some of which are combined.	Shows some appreciation of how the writer develops our understanding of the ways teenagers use or think about their bedrooms. Shows some appreciation of the writer's purpose: e.g. bedrooms have become an important part of the way teenagers create their identity. Shows an awareness of the writer's craft by examining the language choices used to create meaning and tone. Shows some understanding of the text in relation to wider contexts: e.g. changing societal attitudes to teenagers' privacy. Supports the response with appropriate examples .	Shows a clear appreciation of how the writer develops our understanding of the ways teenagers use or think about their bedrooms. Shows a clear appreciation of the writer's purpose: Shows strong understanding of the writer's craft by examining the language choices used to create meaning and tone. Shows perceptive understanding of the text in relation to wider contexts: Supports the response with a range of appropriate examples .

N0 = No response; no relevant evidence.