Assessment Schedule – 2018

English: Show understanding of specified aspect(s) of studied written text(s), using supporting evidence (90849)

Notes on question interpretation

The question stems help to indicate the levels at which the candidate is expected to respond:

- "Describe …" requires the candidate to outline how specified ideas / style / language features are used in the text. This is an "on the lines" response to a text.
- "Explain …" is scaffolded to lead the candidate towards a more convincing / perceptive response, "between the lines" and "beyond the lines".
- To show convincing / perceptive understanding, the candidate needs to show an awareness of the *intention* of the author, and / or the author–audience relationship.

Evidence

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Attempts to answer question, but does not address BOTH parts of the selected question and / or the response is not convincing.	Covers BOTH parts of the selected question ("Describe …" and "Explain …"), although the parts may be addressed unevenly and the response may not be fully convincing.	Answers BOTH parts of the selected question **convincingly** / with balance. Some unevenness is acceptable.	Answers BOTH parts of the selected question **perceptively**; the answer may interweave the two parts of the task.
The response may be characterised by:	The response:	The response:	The response:
• no understanding shown of the key concepts in the question's key words • plot summary • rote-learned response • personal commentary unrelated to the question • addressing only one part of the question • generalised, simplistic, or irrelevant comments indicating a limited understanding	• has some relevance to the question being addressed	• makes clear, informed points that are relevant to the question being addressed • connects the majority of these points to each other • develops points in detail	• makes confident points that show some insight or originality in thought or interpretation • develops points that are sustained throughout and integrated
• poor organisation; structure and expression may hinder the candidate's ability to show **understanding** of the text	• is planned and organised – possibly using a formulaic approach (e.g. one point per paragraph) – in a way that demonstrates the candidate is addressing the question to show **understanding** of the text	• is organised and developed; structure and expression are fluent, showing **convincing understanding**	• is organised and develops a **perceptive** case or argument; structure and expression may show flair / originality, enhancing the discussion
• a lack of sufficient supporting evidence • details from the text that are not adapted to the task • no reference to text specifics / techniques used.	• includes reference to **specific details**, with possible use of quotations, to support points and show understanding.	• includes **clear, relevant details**, usually using quotations, integrated into the answer.	• includes **clear, relevant details** integrated into the answer; quotations may be skilfully "woven" into the points made.

N1	N2	A3	A4	M5	M6	E7	E8
Insufficient understanding is characterised by:		**Understanding** is characterised by:		**Convincing understanding** is characterised by:		**Perceptive understanding** is characterised by:	
• **a single point** relevant to one of the aspect(s) of the text specified in the question.	• **points** relevant to any of the aspect(s) of the text specified in **one part of the question**.	• **some points** relevant to any of the aspect(s) of the text specified in the question.	• **points clearly** relevant to any of the aspect(s) of the text specified in the question.	• **some discussion** of any of the aspect(s) of the text specified in the question that begins to relate them to the author's purpose • **awareness** of the significance / importance to the text as a whole of aspect(s) described.	• **discussion** of any of the aspect(s) of the text specified in the question that relates them to the author's purpose • **awareness** of the significance / importance to the text as a whole of aspect(s) described • possibly going beyond the text to give personal insights.	• **discussion** of any of the aspect(s) of the text specified in the question that relates them to the author's purpose • **some appreciation** of the significance / importance to the text as a whole of aspect(s) described • possibly going beyond the text to give personal insights.	• **discussion** of any of the aspect(s) of the text specified in the question that relates them to the author's purpose • **mature appreciation** of the significance / importance to the text as a whole of aspect(s) described • going beyond the text to include reference to wider society / the candidate's personal understandings.

N0 = No response; no relevant evidence.

Cut Scores

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