

English

Written examination – End of year

Examination criteria

The examination will address all of the criteria. All student responses will be examined against each criterion.

Section A – Text response (Reading and responding)

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the topic
- development in the writing of a coherent and effective discussion in response to the task
- controlled use of expressive and effective language appropriate to the task

Section B – Writing in *Context* (Creating and presenting)

- understanding and effective exploration of the ideas and/or arguments relevant to the prompt/stimulus material
- effective use of detail and ideas drawn from the selected text as appropriate to the task
- development in the writing of a coherent and effective structure in response to the task, showing an understanding of the relationship between purpose, form, language and audience
- controlled use of language appropriate to the purpose, form and audience

Section C – Language analysis (Using language to persuade)

- understanding of the ideas and points of view presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- controlled and effective use of language appropriate to the task

Assessors mark holistically, relating student performance to the published criteria and ranking students over the full range of marks available. Determination of the mark is assisted by descriptors of Expected Qualities for the Mark Range; these have been written to reflect the level of achievement expected at a particular mark or mark range. The descriptors are only a general guide: they do not necessarily match precisely the performance of an individual response. Both the criteria and the descriptors are fully explored and directly related to the range of student responses during intensive assessor training before and during the examination assessment process.

English

Expected Qualities for the Mark Range – Section A

The extent to which the response:

- | | |
|------|--|
| 9–10 | <ul style="list-style-type: none">• Demonstrates a close and perceptive reading of the text, exploring complexities of its concepts and construction.• Demonstrates an understanding of the implications of the topic, using an appropriate strategy for dealing with it, and exploring its complexity from the basis of the text.• Develops a cogent, controlled and well-substantiated discussion using precise and expressive language. |
| 8 | <ul style="list-style-type: none">• Demonstrates a close reading of the text, exploring its concepts and construction.• Demonstrates an understanding of the implications of the topic, exploring it from the basis of the text.• Develops a detailed, substantiated and coherent discussion using language fluently and confidently. |

- 7
 - Demonstrates a clear knowledge of the text, including some elements of its concepts and construction.
 - Understands the topic developing an appropriate and supported response.
 - Develops an organised piece of writing using language accurately and appropriately.
- 6
 - Demonstrates an adequate knowledge of the text.
 - Develops a response to the topic, supported appropriately by elements of the text.
 - Presents a generally organised piece of writing using language which is mostly accurate and appropriate.
- 5
 - Demonstrates a basic knowledge of the text.
 - Presents a response which shows an understanding of the topic, referring to appropriate elements of the text.
 - Presents a piece of writing that communicates adequately, displaying some elements of organisation.
- 4
 - Demonstrates a familiarity with the text.
 - Presents a response which shows some understanding of the topic, using some elements of the text.
 - Shows adequate expression and language control.
- 3
 - Demonstrates a limited familiarity with the text.
 - Presents a response which shows a limited awareness of the topic, using some elements of the text.
 - Shows basic expression and language control.
- 1–2
 - Demonstrates a very limited familiarity with the text.
 - Presents a response which shows a very limited awareness of the topic.
 - Shows some expression and language control.
- 0
 - Shows no knowledge of the text and/or no attempt to respond to the topic and/or only minimal control of language.

Expected Qualities for the Mark Range – Section B

The extent to which the response:

- 9–10
 - Demonstrates an insightful grasp of the implications of the prompt/stimulus material, and perceptively explores its conceptual complexity using an appropriate strategy for dealing with it.
 - Achieves an assured, cohesively structured piece of writing in an appropriate form, successfully integrating, in a sophisticated way, ideas suggested by the selected text(s).
 - Makes fluent and effective use of language.
- 8
 - Demonstrates an insight into the implications of the prompt/stimulus material and explores its complexity using an appropriate strategy for dealing with it.
 - Achieves a controlled, cohesively structured piece of writing in an appropriate form, effectively using ideas suggested by the selected text(s).
 - Makes fluent and confident use of language.
- 7
 - Demonstrates a clear understanding of the prompt/stimulus material, and the ability to explore some of its ideas, using an appropriate strategy for dealing with it.
 - Achieves a coherent piece of writing in an appropriate form, making some use of ideas suggested by the selected text(s).
 - Uses language accurately and appropriately.

- 6
 - Demonstrates an understanding of the prompt/stimulus material and is able to work with some of its ideas, using an appropriate strategy.
 - Presents a generally organised piece of writing, in an appropriate form, drawing on ideas suggested by the selected text(s).
 - Uses language adequately and appropriately.
- 5
 - Demonstrates an understanding of the prompt/stimulus material, and the ability to respond to some of its ideas.
 - Presents a piece of writing with some organisation, demonstrating some understanding of ideas suggested by the selected text(s).
 - Uses language adequately and appropriately.
- 4
 - Demonstrates some understanding of the prompt/stimulus material, and the ability to respond to it.
 - Presents a piece of writing with limited organisation and limited reference to the selected text(s).
 - Shows adequate language control.
- 3
 - Demonstrates a limited awareness of the prompt/stimulus material.
 - Presents a piece of writing with little organisation or reference to the selected text(s).
 - Shows some language control.
- 1–2
 - Demonstrates little or no awareness of the prompt/stimulus material.
 - Presents a piece of writing with minimal reference to the selected text(s).
 - Shows little language control.
- 0
 - Shows no awareness of the prompt/stimulus material and/or no attempt to respond to the prompt/stimulus material and/or only minimal control of language.

Expected Qualities for the Mark Range – Section C

The extent to which the response:

- 9–10
 - Shows a perceptive and sophisticated understanding of a range of ways in which the written and visual language positions readers in the context presented.
 - Develops a cogent, controlled and well-substantiated analysis using precise and effective language and expression.
- 8
 - Shows a highly developed understanding of a range of ways in which the written and visual language positions readers in the context presented.
 - Develops a detailed, substantiated and coherent analysis using language and expression fluently and confidently.
- 7
 - Shows an understanding of how the written and visual language seeks to position readers, with reference to the context presented.
 - Achieves a planned and supported response using accurate language and clear expression.
- 6
 - Shows some understanding of how written and visual language is used and some awareness of the context presented.
 - Achieves a planned and supported response, generally using accurate language and expression.
- 5
 - Shows some understanding of how language is used and an awareness of the context of the written and visual material presented.
 - Attempts a planned and supported piece of writing using adequate language and expression.
- 4
 - Shows limited understanding of how language is used and little awareness of the context presented.
 - Presents a piece of writing with little organisation and basic language and expression.
- 3
 - Shows limited knowledge of how language is used in the construction of written and visual texts.
 - Demonstrates basic expression and language control.
- 1–2
 - Shows very limited knowledge of how language is used.
 - Demonstrates some expression and language control.
- 0
 - Shows no understanding of the requirements of the task.