

## ASSESSMENT SCHEDULE

English 90849 (1.1): Show understanding of specified aspect(s) of studied written text(s), using supporting evidence  
Evidence Statement

Achievement	Merit	Excellence
<p><b>A response that shows understanding will:</b></p> <ul style="list-style-type: none"> <li>· have some relevance to the topic being addressed</li> <li>· cover key aspects/concepts of the task/text</li> <li>· and may use the key words in the topic explicitly to frame the response.</li> </ul>	<p><b>A response that shows convincing understanding will:</b></p> <ul style="list-style-type: none"> <li>· make clear points that are relevant to the topic being addressed</li> <li>· connect the majority of these points to each other</li> <li>· develop points in detail.</li> </ul> <p><b>(Some unevenness is acceptable.)</b></p>	<p><b>A response that shows perceptive understanding will:</b></p> <ul style="list-style-type: none"> <li>· make clear points that show some insight or originality in thought or interpretation</li> <li>· make points that are developed in detail and integrated.</li> <li>· contain points that are sustained throughout.</li> </ul>

### Expected coverage

Achievement	Merit	Excellence
<p><b>Both parts of the selected topic (describe and explain) are covered,</b> although the parts may be addressed unevenly and the response not fully convincing.</p> <p><i>Understanding</i> is characterised by discussion of some points relevant to the topic being addressed, such as specified aspects, eg, purposes and audiences; idea(s) (eg theme, character development, setting); language features and structures (refer to explanatory note 2 of the standard).</p> <p>The response is planned and organised, possibly using a formulaic approach, (eg, one point per paragraph) in a way that demonstrates the candidate is addressing the topic to show understanding of the text.</p> <p><b>Using supporting evidence means reference is made to specific and relevant details,</b> with possible use of quotations, to support points and show understanding.</p>	<p><b>Both parts of the topic are answered convincingly</b> in a balanced manner.</p> <p><i>Convincing understanding</i> is characterised by:</p> <ul style="list-style-type: none"> <li>· discussion of specified aspects (refer to explanatory note 2 of the standard) and the ability to relate them to the writer's purpose</li> <li>· appreciation of the significance/ importance of aspect(s) described in the text as a whole possibly going beyond the text to give personal insights.</li> </ul> <p>The response is organised and developed. The structure and expression are fluent, assisting the candidate to demonstrate convincing understanding.</p> <p><b>Using supporting evidence means reference is made to specific and relevant details,</b> usually using quotations, integrated into the answer.</p>	<p><b>Both parts of the topic are answered perceptively.</b> The answer may interweave the responses to the two parts of the topic.</p> <p><i>Perceptive understanding</i> is characterised by:</p> <ul style="list-style-type: none"> <li>· discussion of the specified aspects (refer to explanatory note 2 of the standard) and the ability to relate them to the writer's purpose</li> <li>· mature appreciation of the significance/importance of aspect(s) described in the text as a whole</li> <li>· a response that is developed beyond the text to include reference to wider society/the candidate's personal understandings.</li> </ul> <p>The response is organised and develops a perceptive case sustained idea. The structure and expression may show flair/originality, enhancing the discussion.</p> <p><b>Using supporting evidence means reference is made to specific relevant details integrated into the answer;</b> quotations may be skillfully 'woven' into the points made.</p>

**Not Achieved** may be characterised by some of the following features:

- plot summary
- rote-learned response
- personal commentary unrelated to the topic
- both parts of the topic not addressed
- details included from the text that are not adapted to the task
- no reference to text specifics/techniques used
- no understanding shown of the key concepts related to the topic's key words
- generalised, simplistic comments indicating a limited understanding