

Assessment Schedule – 2018**English: Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence (91099)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<u>Analysing specified aspect(s) of studied visual or oral text(s)</u> involves exploring and interpreting how meanings and effects are created in the text(s), discussing specified aspects of the text(s), and providing appropriate evidence from the text(s). The discussion will be clearly communicated in a structured written answer.	<u>Analysing specified aspect(s) of studied visual or oral text(s) convincingly</u> involves making reasoned and clear interpretations of specified aspects of the text(s), supported by appropriate evidence from the text(s). The majority of interpretations will be connected to one another.	<u>Analysing specified aspect(s) of studied visual or oral text(s) perceptively</u> involves making insightful and / or original interpretations of specified aspects of the text(s), supported by appropriate evidence from the text(s). Insight and / or originality may also be shown by how the interpretations are connected and / or through engagement with the text.

“Specified aspects” of the visual or oral texts are selected (as per Explanatory Note 4 of the standard) from:

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. cinematography, editing, production design, sound, performance, rhetorical devices)
- structures (e.g. part text, whole text, narrative, beginnings and endings).

At Excellence level, the qualities of “insight” and “originality” should be judged within the context of a candidate working at Level 7 of *The New Zealand Curriculum*.

Cut Scores

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

Evidence

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

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to demonstrate an understanding of an aspect of the text(s).	Shows little understanding of an aspect of the text(s).	Shows some understanding of an aspect of the text(s).	Shows understanding of an aspect of the text(s).	Shows some convincing understanding of an aspect of the text(s).	Shows convincing understanding of an aspect of the text(s).	Shows some perceptive understanding of an aspect of the text(s), and its wider significance.	Shows perceptive understanding of an aspect of the text(s), and its wider significance.
Attempts to develop an idea.	States a simple idea.	Develops an idea in the text.	Develops a relevant idea .	Develops at least one convincing idea .	Develops convincing ideas .	Develops a partially insightful or original argument or interpretation .	Develops an insightful or original argument or interpretation .
Attempts to show engagement with the text(s).	Shows limited engagement with the text(s).	Shows some evidence of engagement with the text(s).	Shows evidence of engagement with the text(s).	Shows convincing engagement with the text(s), which moves beyond the text(s) with partial success.	Shows convincing engagement with the text(s), which moves beyond the text(s).	Shows insight in engagement with the text(s), making relevant connections beyond the text(s) and linking them to the question.	Shows insight in engagement with the text(s), making relevant connections beyond the text(s) and linking them to the question.
		Acknowledges (possibly by implication) the director's / creator's purpose.	Shows some understanding of the director's / creator's purpose in crafting or shaping the text(s).	Shows understanding of the director's / creator's purpose in crafting or shaping the text(s).	Shows a convincing understanding of the director's / creator's purpose in crafting or shaping the text(s).	Shows insight in discussing the director's / creator's purpose by making a judgement about the crafting or shaping of the text(s).	Shows insight in discussing the director's / creator's purpose by making judgements about the crafting or shaping of the text(s).
	Attempts to use analysis-related terminology.	Uses analysis-related terminology with some accuracy .	Uses analysis-related terminology accurately .	Uses analysis-related terminology to convincingly discuss features of the text(s).	Uses analysis-related terminology to convincingly discuss features of the text(s).	Uses analysis-related terminology to insightfully discuss features of the text(s) in support of a wider argument.	Uses analysis-related terminology to insightfully discuss features of the text(s) in support of a wider argument.
	Attempts to address the question.	Writes in a focused manner, with most points addressing the question.	Writes in a focused manner, addressing the question.	Writes a well-structured answer, connecting valid idea(s).	Writes a well-structured answer, connecting valid idea(s).	Writes a cohesive, planned response.	Writes a cohesive, planned response.
	Includes some evidence from the text	Provides some appropriate evidence from the text.	Provides appropriate evidence from the text.	Weaves a range of evidence throughout the response to support the main idea(s).	Weaves a range of evidence throughout the response to support the main idea(s).	Weaves a range of evidence throughout the response to support and expand on the key argument(s).	Weaves a range of evidence throughout the response to support and expand on the key argument(s).

N0 = No response; no relevant evidence.