

Assessment Schedule – 2016

English: Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence (91100)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><u>Analysing significant aspects of unfamiliar written text(s)</u> involves making developed interpretations of how significant aspects of texts create meaning.</p> <p>The response is likely to be explanatory rather than analytical, presenting a reasonable, but not necessarily accurate, explanation of meanings in the text.</p> <p>Understanding of the text will be linked to evidence of technique(s) used by the writer.</p>	<p><u>Analysing significant aspects of unfamiliar written text(s)</u> <u>convincingly</u> involves making reasoned and clear interpretations of how significant aspects of texts create meaning.</p> <p>The response is likely to be more connected to the writer's intentions, presenting appropriate evidence from the text to support an interpretation.</p> <p>The response may move outside the text, or deliver a view of the meaning or purpose of the text.</p>	<p><u>Analysing significant aspects of unfamiliar written text(s)</u> <u>perceptively</u> involves making insightful and / or original interpretations of how significant aspects of texts create meaning.</p> <p>The response will show awareness of the writer's purpose in creating the text, presenting an analysis of the meanings and implications associated with the ideas in the text.</p>

“Significant aspects” of the written texts may include (as per Explanatory Note 5 of the standard):

- audiences and purposes
- ideas (e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings within the text)
- language features (e.g. figurative language, syntax, style, symbolism, vocabulary, sound devices)
- structures (e.g. part text, whole text, narrative sequence, beginnings and endings).

Guidelines for applying the Assessment Schedule

- The answer-space provided in the exam paper is NOT an indication of the word-count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit / Excellence, however, the candidate needs to analyse, usually beyond a brief statement.
- Each response must be marked for skills displayed, and not accuracy of content knowledge or agreement with expert interpretations of the texts.
- “Techniques”, as referred to in the schedule, are features and structures of language that have an impact on the ideas and purposes of the texts.

Cut Scores

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

Evidence

QUESTION ONE: FICTION (Text A: “The Kumara Harvest”)

N1	N2	A3	A4	M5	M6	E7	E8
Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.	Identifies an idea in the text. Attempts to connect the idea to techniques used in the text. Attempts to show awareness of the writer's purpose. Uses some analysis-related terminology.	Describes and begins to explain the writer's connection to the beach setting. Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader's impressions of the text). Shows a limited awareness , possibly by implication, of the writer's purpose. Uses analysis-related terminology simply, with some accuracy .	Clearly explains how the writer explores his connection to the beach setting. Makes links to technique(s) that support the explanation. Acknowledges , possibly by implication, the writer's purpose. Uses analysis-related terminology accurately .	Analyses how the writer explores his connection to the beach setting. Supports the analysis with some convincing interpretation of the impact of techniques. Shows some understanding of the writer's purpose. Uses analysis-related terminology confidently .	Clearly analyses how the writer explores his connection to the beach setting. Supports the analysis with a convincing interpretation of the impact of techniques. Shows understanding of the writer's purpose through connection to ideas and techniques. Uses analysis-related terminology convincingly to discuss features of the text. Weaves a range of convincing evidence throughout the response to support the main ideas.	Clearly analyses, with some insight , how the writer explores his connection to the beach setting. Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques. Shows understanding, with some perception or insight , of the writer's purpose through analysis of ideas and techniques. Uses analysis-related terminology convincingly and with some insight to discuss features of the text. Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).	Insightfully analyses how the writer explores his connection to the beach setting. Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques. Shows perception and / or insight in discussion of the writer's purpose through analysis of ideas and techniques. Uses analysis-related terminology insightfully to discuss features of the text, possibly in support of a wider argument. Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to show how his experience of the beach setting has changed over time • to show how a natural environment is a metaphor for his life. 							

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “Cloudburst”)

N1	N2	A3	A4	M5	M6	E7	E8
Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.	Identifies an idea in the text.	Describes and begins to explain how people cope with a flood.	Clearly explains how the writer explores ways people cope with a flood.	Analyses how the writer explores ways people cope with a flood.	Clearly analyses how the writer explores ways people cope with a flood.	Clearly analyses, with some insight , how the writer explores ways people cope with a flood.	Insightfully analyses how the writer explores ways people cope with a flood.
	Attempts to connect the idea to techniques used in the text.	Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader's impressions of the text).	Makes links to technique(s) that support the explanation.	Supports the analysis with some convincing interpretation of the impact of techniques.	Supports the analysis with a convincing interpretation of the impact of techniques.	Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques.	Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques.
	Attempts to show awareness of the writer's purpose.	Shows a limited awareness , possibly by implication, of the writer's purpose.	Acknowledges , possibly by implication, the writer's purpose.	Shows some understanding of the writer's purpose.	Shows understanding of the writer's purpose through connection to ideas and techniques.	Shows understanding, with some perception or insight , of the writer's purpose through analysis of ideas and techniques.	Shows perception and / or insight in discussion of the writer's purpose through analysis of ideas and techniques.
	Uses some analysis-related terminology.	Uses analysis-related terminology simply, with some accuracy .	Uses analysis-related terminology accurately .	Uses analysis-related terminology confidently .	Uses analysis-related terminology convincingly to discuss features of the text.	Uses analysis-related terminology convincingly and with some insight to discuss features of the text.	Uses analysis-related terminology insightfully to discuss features of the text, possibly in support of a wider argument.
May include some direct evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides some appropriate quotations and evidence from the text.	Provides clearly relevant quotations and evidence from the text.	Weaves a range of appropriate evidence throughout the response to support the main ideas.	Weaves a range of convincing evidence throughout the response to support the main ideas.	Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).	Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to show how resilient people are • to show us how lucky we really are. 							

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “Best New Zealand Poems 2005”)

N1	N2	A3	A4	M5	M6	E7	E8
Identifies techniques used in the text, but does not connect to meaning, purpose, or effect.	Identifies an idea in the text.	Describes and begins to explain how New Zealand poetry is distinctive.	Clearly explains how the writer shows that New Zealand poetry has developed into something distinctive.	Analyses how the writer shows that New Zealand poetry has developed into something distinctive.	Clearly analyses how the writer shows that New Zealand poetry has developed into something distinctive.	Clearly analyses, with some insight , how the writer shows that New Zealand poetry has developed into something distinctive.	Insightfully analyses how the writer shows that New Zealand poetry has developed into something distinctive.
	Attempts to connect the idea to techniques used in the text.	Makes links to technique(s) that support the explanation (although possibly techniques that have minimal effect on the reader's impressions of the text).	Makes links to technique(s) that support the explanation.	Supports the analysis with some convincing interpretation of the impact of techniques.	Supports the analysis with a convincing interpretation of the impact of techniques.	Supports the analysis with some insightful and / or perceptive interpretation of the impact of techniques.	Supports the analysis with insightful and / or perceptive interpretation of the impact of techniques.
	Attempts to show awareness of the writer's purpose.	Shows a limited awareness , possibly by implication, of the writer's purpose.	Acknowledges , possibly by implication, the writer's purpose.	Shows some understanding of the writer's purpose.	Shows understanding of the writer's purpose through connection to ideas and techniques.	Shows understanding, with some perception or insight , of the writer's purpose through analysis of ideas and techniques.	Shows perception and / or insight in discussion of the writer's purpose through analysis of ideas and techniques.
	Uses some analysis-related terminology.	Uses analysis-related terminology simply, with some accuracy .	Uses analysis-related terminology accurately .	Uses analysis-related terminology confidently .	Uses analysis-related terminology convincingly to discuss features of the text.	Uses analysis-related terminology convincingly and with some insight to discuss features of the text.	Uses analysis-related terminology insightfully to discuss features of the text, possibly in support of a wider argument.
May include some direct evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides some appropriate quotations and evidence from the text.	Provides clearly relevant quotations and evidence from the text.	Weaves a range of appropriate evidence throughout the response to support the main ideas.	Weaves a range of convincing evidence throughout the response to support the main ideas.	Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).	Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to show that New Zealand poetry has a distinctive voice • to show that there is no one fixed definition of poetry. 							

N0 = No response; no relevant evidence.