

Assessment Schedule – 2020

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>Analysing significant aspects of unfamiliar written text(s) 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>Convincingly analysing significant aspects of unfamiliar written text(s) 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>Perceptively analysing significant aspects of unfamiliar written text(s) 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):

- particular 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.
- 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*.
- 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: PROSE (Text A: “Feets and Wheels”)

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 how the writer's attitude to other people is revealed. 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's attitude to other people is revealed. 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's attitude to other people is revealed. Supports the analysis with some convincing interpretation of the impact of techniques. Shows some understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses how the writer's attitude to other people is revealed. Supports the analysis with a convincing interpretation of the impact of techniques. Shows understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses, with some insight , how the writer's attitude to other people is revealed. 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 .	Insightfully analyses how the writer's attitude to other people is revealed. 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 convincingly and with some insight .
May include some evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides appropriate evidence from the text.	Provides appropriate evidence from the text.	Weaves a range of appropriate evidence throughout the response.	Weaves a range of convincing evidence throughout the response.	Weaves a range of convincing and possibly insightful evidence throughout the response.	Weaves a range of convincing and insightful evidence throughout the response.
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to startle us into questioning our assumptions about people and their behaviour • to help us to see things from a fresh perspective. 							

N0 = No response; no relevant evidence.

QUESTION TWO: POETRY (Text B: “The Remarkables”)

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 how the writer reflects on the significance of the mountains. 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 reflects on the significance of the mountains. 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 reflects on the significance of the mountains. Supports the analysis with some convincing interpretation of the impact of techniques. Shows some understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses how the writer reflects on the significance of the mountains. Supports the analysis with a convincing interpretation of the impact of techniques. Shows understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses, with some insight , how the writer reflects on the significance of the mountains. 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 .	Insightfully analyses how the writer reflects on the significance of the mountains. 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 convincingly and with some insight .
May include some evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides appropriate evidence from the text.	Provides appropriate evidence from the text.	Weaves a range of appropriate evidence throughout the response.	Weaves a range of convincing evidence throughout the response.	Weaves a range of convincing and possibly insightful evidence throughout the response.	Weaves a range of convincing and insightful evidence throughout the response.
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to present the dichotomy of the mountains being both attractively inviting and threateningly alien / inhospitable • to contrast the brevity of human existence with the permanence of our environment. 							

N0 = No response; no relevant evidence.

QUESTION THREE: NON-FICTION (Text C: “Face to face with Bubbles and Cuddles”)

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 how the writer's experience with sharks has an impact on the reader. 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's experience with sharks has an impact on the reader. 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's experience with sharks has an impact on the reader. Supports the analysis with some convincing interpretation of the impact of techniques. Shows some understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses how the writer's experience with sharks has an impact on the reader. Supports the analysis with a convincing interpretation of the impact of techniques. Shows understanding of the writer's purpose. Uses analysis-related terminology convincingly .	Clearly analyses, with some insight , how the writer's experience with sharks has an impact on the reader. 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 .	Insightfully analyses how the writer's experience with sharks has an impact on the reader. 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 convincingly and with some insight .
May include some evidence from the text that is relevant to the idea.	Includes some evidence from the text that is relevant to the idea.	Provides appropriate evidence from the text.	Provides appropriate evidence from the text.	Weaves a range of appropriate evidence throughout the response.	Weaves a range of convincing evidence throughout the response.	Weaves a range of convincing and possibly insightful evidence throughout the response.	Weaves a range of convincing and insightful evidence throughout the response.
<p><i>The writer's purpose may be:</i></p> <ul style="list-style-type: none"> • to make the case that sharks don't deserve their fearsome reputation • to encourage us to examine the reasons for our unconscious fears. 							

N0 = No response; no relevant evidence.