

## Assessment Schedule – 2016

### English: Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence (91474)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Responding critically to unfamiliar written texts through close reading, using supporting evidence, involves making evaluative interpretations and judgements about significant aspects of the texts, supported by accurate and relevant evidence.	Responding critically and convincingly to unfamiliar written texts through close reading, using supporting evidence, involves making discerning, informed critical responses to significant aspects of the texts, supported by accurate and relevant evidence.	Responding critically and perceptively to unfamiliar written texts through close reading, using supporting evidence, involves making sophisticated and insightful or original critical responses to significant aspects of the texts, integrated with accurate and relevant evidence.  The response may include explanation of how significant aspects communicate ideas about contexts such as human experience, society, and the wider world.

“Aspects” of the written texts may include (as per Explanatory Note 4 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, diction, vocabulary, sound devices)
- structures (e.g. 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.
- The evidence in this Assessment Schedule offers one example of the skill required to achieve at each level. Each response must be marked for skills displayed, and not for accuracy of content knowledge or agreement with expert interpretations 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: “An artist’s childhood”)**

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> an idea from the text that shows the writer’s development</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea that shows the writer’s development.</p>	<p><b>Identifies</b> an idea from the text that shows the writer’s development.</p> <p>Gives an example of an aspect of written texts with a tenuous link to the identified idea.</p> <p>Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.</p>	<p><b>Begins to present a critical discussion</b> of the writer’s reflection on his own development.</p> <p>Gives an example of at least TWO <b>valid</b> aspects of written texts (one may be weaker or less specific than the other).</p> <p>Makes a <b>relevant comment</b> on how the aspects convey the writer’s ideas about his own development.</p>	<p><b>Presents a critical discussion</b> of the writer’s reflection on his own development.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Makes a <b>relevant comment</b> on how the aspects convey the writer’s ideas about his own development.</p>	<p><b>Presents a convincing critical discussion</b> of the writer’s reflection on his own development.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents a <b>valid discussion, with some detail</b>, of how the aspects convey the writer’s ideas about his own development.</p> <p>Demonstrates a <b>convincing awareness</b> of the writer’s reflection on his own development.</p>	<p><b>Presents a convincing critical discussion</b> of the writer’s reflection on his own development.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents a <b>valid and detailed discussion</b> of how the aspects convey the writer’s ideas about his own development.</p> <p>Demonstrates a <b>convincing awareness</b> of the writer’s reflection on his own development, and <b>attempts to trace the development</b> of ideas throughout the text.</p>	<p><b>Presents a perceptive critical discussion</b> of the writer’s reflection on his own development.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents an <b>insightful or discerning critical discussion</b> of how the aspects convey the writer’s ideas about his own development.</p> <p>Demonstrates an <b>integrated and perceptive awareness</b> of the writer’s reflection on his own development, and <b>traces the development</b> of ideas throughout the text.</p>	<p><b>Presents a perceptive critical discussion</b> of the writer’s reflection on his own development.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents a <b>consistently insightful or discerning critical discussion</b> of how the aspects convey the writer’s ideas about his own development.</p> <p>Demonstrates an <b>integrated and perceptive awareness</b> of the writer’s reflection on his own development, and <b>traces the development</b> of ideas throughout the text.</p>

*The discussion might include reference to aspects of the written text such as:*

- *audiences and purposes*
- *ideas (e.g. supportive people, challenges, successes, change over time)*
- *language features (e.g. figurative language, syntax, style, symbolism, diction, vocabulary)*
- *structures (e.g. narrative sequence, chronology, past and present, perspectives).*

**N0** = No response; no relevant evidence.

**QUESTION TWO: POETRY (Text B: “Back to the Wekaweka”)**

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> an idea from the text about change</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying an idea about change.</p>	<p><b>Identifies</b> an idea from the text about change.</p> <p>Gives an example of an aspect of written texts with a tenuous link to the identified idea.</p> <p>Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.</p>	<p><b>Begins to present a critical discussion</b> of the writer’s exploration of change.</p> <p>Gives an example of at least TWO <b>valid</b> aspects of written texts (one may be weaker or less specific than the other).</p> <p>Makes a <b>relevant comment</b> on how the aspects convey the writer’s ideas about change.</p>	<p><b>Presents a critical discussion</b> of the writer’s exploration of change.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Makes a <b>relevant comment</b> on how the aspects convey the writer’s ideas about change.</p>	<p><b>Presents a convincing critical discussion</b> of the writer’s exploration of change.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents a <b>valid discussion, with some detail</b>, of how the aspects convey the writer’s ideas about change.</p> <p>Demonstrates a <b>convincing awareness</b> of the writer’s exploration of change.</p>	<p><b>Presents a convincing critical discussion</b> of the writer’s exploration of change.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents a <b>valid and detailed discussion</b> of how the aspects convey the writer’s ideas about change.</p> <p>Demonstrates a <b>convincing awareness</b> of the writer’s exploration of change, and <b>attempts to trace the development</b> of ideas throughout the text.</p>	<p><b>Presents a perceptive critical discussion</b> of the writer’s exploration of change.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents an <b>insightful or discerning critical discussion</b> of how the aspects convey the writer’s ideas about change.</p> <p>Demonstrates an <b>integrated and perceptive awareness</b> of the writer’s exploration of change, and <b>traces the development</b> of ideas throughout the text.</p>	<p><b>Presents a perceptive critical discussion</b> of the writer’s exploration of change.</p> <p>Gives an example of at least TWO <b>valid and specific</b> aspects of written texts.</p> <p>Presents a <b>consistently insightful or discerning critical discussion</b> of how the aspects convey the writer’s ideas about change.</p> <p>Demonstrates an <b>integrated and perceptive awareness</b> of the writer’s exploration of change, and <b>traces the development</b> of ideas throughout the text.</p>
<p><i>The discussion might include reference to aspects of the written text such as:</i></p> <ul style="list-style-type: none"> <li>• <i>ideas (e.g. change over time, change of perspective, change in nature, change due to age, change in relationship)</i></li> <li>• <i>language features (e.g. figurative language, syntax, style, symbolism, diction, sound devices, vocabulary)</i></li> <li>• <i>structures (e.g. narrative sequence, beginning and ending, chronology).</i></li> </ul>							

**N0** = No response; no relevant evidence.

**QUESTION THREE: Comparison of the texts**

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> a way the writer views one or more people who are important in his life in ONE text</p> <p><i>OR</i></p> <p>Gives an example of an aspect of written texts without accurately identifying a view.</p>	<p><b>Identifies</b> a way the writer views one or more people who are important in his life in ONE text.</p> <p>Gives an example of an aspect of written texts with a tenuous link to the identified view.</p> <p>Recognises techniques, and aspects of meaning. Discussion of the technique(s) may be unconvincing or not well supported.</p>	<p><b>Begins to present a critical discussion</b> of the ways the writers view the people who are important in their lives.</p> <p>May attempt to compare and / or contrast the texts.</p> <p>Gives an example of at least ONE <b>valid</b> aspect of written texts used in EACH text (one may be weaker or less specific than the other).</p> <p>Makes a <b>relevant comment</b> on how the aspects convey the ways the writers view these people.</p>	<p><b>Presents a critical discussion</b> comparing the ways the writers view the people who are important in their lives.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Makes a <b>relevant comment</b> on how the aspects convey the ways the writers view these people.</p>	<p><b>Presents a convincing critical discussion</b> the ways the writers view the people who are important in their lives.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Presents a <b>valid discussion, with some detail</b>, of how the aspects convey the ways the writers view these people.</p>	<p><b>Presents a convincing critical discussion</b> comparing the ways the writers view the people who are important in their lives.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Presents a <b>valid and detailed discussion</b> of how the aspects convey the ways the writers view these people.</p>	<p><b>Presents a perceptive critical discussion</b> comparing the ways the writers view the people who are important in their lives.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Presents an <b>insightful or discerning critical discussion</b> of how the aspects convey the ways the writers view these people.</p> <p><b>Demonstrates an understanding</b> of people’s significance to each other; may draw on contexts beyond the texts.</p>	<p><b>Presents a perceptive critical discussion</b> comparing the ways the writers view the people who are important in their lives.</p> <p>Gives an example of at least ONE <b>valid and specific</b> aspect of written texts used in EACH text.</p> <p>Presents a <b>consistently insightful or discerning critical discussion</b> of how the aspects convey the ways the writers view these people.</p> <p><b>Demonstrates an understanding</b> of people’s significance to each other; may draw on contexts beyond the texts.</p>

*The discussion might refer to the important people being viewed as:*  
 Text A: protective, critical, inspirational, appreciative, supportive, influential, nurturing  
 Text B: reverential, capable, honourable, inspirational, elderly, declining, peaceful, fulfilled.

*The discussion might also refer to the ways in which the writers express their own views, such as:*  
 Text A: grateful, admiring  
 Text B: empathetic, loving.

**N0** = No response; no relevant evidence.