

## Assessment Schedule – 2022

### 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><b>Analysing</b> significant aspects of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> <li>engaging with a text by <b>addressing</b> the question</li> <li><b>exploring a relevant idea</b>, using analysis-related terminology appropriately</li> <li>showing <b>awareness</b> (possibly by implication) that meaning has been <b>deliberately crafted</b></li> <li>including <b>specific and relevant details</b> from the text to support the idea.</li> </ul>	<p><b>Convincingly analysing</b> significant aspects of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> <li>engaging with a text by <b>convincingly addressing</b> the question</li> <li><b>presenting a reasoned and clear discussion of one or more ideas</b>, using analysis-related terminology to support the points made</li> <li>showing <b>awareness</b> that meaning has been <b>deliberately crafted for a particular purpose</b></li> <li>weaving <b>a range of specific and relevant details</b> from the text into the response to support the main idea(s).</li> </ul>	<p><b>Perceptively analysing</b> significant aspects of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> <li>engaging with a text by <b>insightfully addressing</b> the question</li> <li><b>developing an insightful or original* argument or interpretation of the text</b>, using analysis-related terminology to support the points made</li> <li><b>making judgements</b> about the ways that effects and meanings <b>relate to the purpose of the text</b></li> <li>weaving <b>a range of specific and relevant details</b> from the text into the response to support the argument or interpretation.</li> </ul> <p><i>* Expectations of “insight” and “originality” should be considered in the context of a candidate working at Level 7 of The New Zealand Curriculum</i></p>

#### Cut Scores

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

**Evidence****QUESTION ONE: NON-FICTION (Text A: “Offensive? It’s just a little dot.”)**

The question prompts a discussion of different generations’ attitudes towards and use of full stops in text messages.

Ideas relating to this discussion might include:

- the older generation is frustrated that young people don’t follow their rules and conventions
- the interpretation of tone through the use of punctuation has changed
- the writer demonstrates an appreciation of clear communication by skilfully – and sometimes mockingly – using a wide range of punctuation marks and language features.

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<p>The response:</p> <ul style="list-style-type: none"> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s).</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>• attempts to address the question</li> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s)</li> <li>• includes details from the text(s).</li> </ul>	<p>The response fulfils the intent of the assessment criteria for Achievement, <b>although some parts may be partial or weak.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

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

**QUESTION TWO: POETRY (Text B: “Hire Car”)**

The question prompts a discussion of language features, ideas, and structures used to make the poem entertaining while making the point that some people don't respect other people's property.

Ideas relating to this discussion might include:

- the “shopping list” of language features and sound patterns (e.g. AAAB end rhyme, internal rhyme, trochaic metre, alliteration)
- the many imperative verbs act as ironic instructions for how not to treat a hire car
- the way people might treat a company's property differently from personal property.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s).</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>• attempts to address the question</li> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s)</li> <li>• includes details from the text(s).</li> </ul>	<p>The response fulfils the intent of the assessment criteria for Achievement, <b>although some parts may be partial or weak.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

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

**QUESTION THREE: PROSE (Text C: “Hooked”)**

The question prompts a discussion of how the boy outwardly respects his parents' wishes but inwardly clashes with their expectations.

Ideas relating to this discussion might include:

- parental (in this case, particularly the mother's potentially damaging) expectations that the boy pursues more traditionally masculine activities
- how children sometimes do things to please their parents
- how children become independent from their parents.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s).</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>• attempts to address the question</li> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s)</li> <li>• includes details from the text(s).</li> </ul>	<p>The response fulfils the intent of the assessment criteria for Achievement, <b>although some parts may be partial or weak.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

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