

## Assessment Schedule – 2023

### 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>convincingly 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: PROSE (Text A: “Elliot”)**

The question prompts a discussion of how friendships grow from first impressions.

Ideas relating to this discussion might include:

- how first impressions can be superficial
- how unlikely friendships can result from being thrust together
- how friendships can grow from appreciating each other’s interests / trying new things together / looking out for each other.

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 TWO: POETRY (Text B: “Near Hurunui”)**

The question prompts a discussion of how the poet finds the landscape tranquil and awe-inspiring.

Ideas relating to this discussion might include:

- the comfort and sense of belonging that can be felt in familiar places
- the local landscape can remind us of our past travels
- an appreciation of the majesty of Aotearoa New Zealand's landscape.

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: NON-FICTION (Text C: “Hear me out: we need more out-the-gate names”)**

The question prompts a discussion of the importance of names and their connection to our identity.

Ideas relating to this discussion might include:

- decisions about how we name people, or use people’s names, are influenced by factors such as culture and gender
- your name can contribute to your unique identity
- diversity influences how we understand each other.

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.