

Assessment Schedule – 2022

English: Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence (91473)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Responding critically to specified aspect(s) of studied visual or oral text(s) involves the candidate:</i></p> <ul style="list-style-type: none"> • presenting a structured response that follows the conventions of an essay, allowing for some clumsiness in style and weakness in organisation • developing a relevant critical argument that provides an evaluative response to the chosen statement, showing an engagement with the text(s) • making and evaluating a range of relevant points in support of the argument that show understanding of the aspect(s) of the text specified in the statement • including specific and relevant details from the text(s) – and potentially other sources – in the response to support the argument. 	<p><i>Responding critically and convincingly to specified aspect(s) of studied visual or oral text(s) involves the candidate:</i></p> <ul style="list-style-type: none"> • presenting a structured response that follows the conventions of an essay • developing a convincing critical argument that provides an evaluative response to the chosen statement, showing familiarity and engagement with the text(s) • making and evaluating a range of relevant points in support of the argument that show convincing understanding of the aspect(s) of the text specified in the statement • beginning to weave specific and relevant details from the text(s) – and potentially other sources – into the response to effectively support the argument • potentially linking the argument or points made to matters beyond the text(s). 	<p><i>Responding critically and perceptively to specified aspect(s) of studied visual or oral text(s) involves the candidate:</i></p> <ul style="list-style-type: none"> • presenting a cohesive and articulate response that follows the conventions of an essay in a way that may show some originality* of expression • developing a sophisticated and insightful or original* critical argument or interpretation that provides an evaluative response to the chosen statement, showing familiarity with and appreciation of the text(s) • making and evaluating a range of relevant points in support of the argument that show a perceptive understanding of the aspect(s) of the text specified in the statement • weaving specific and judiciously chosen relevant details from the text(s) – and potentially other sources – into the response to effectively support and expand the argument • linking the argument or points made to other aspects of the text or other contexts such as human experience, society, and the wider world. <p><i>* Expectations of “insight” and “originality” should be considered in the context of a candidate working at Level 8 of The New Zealand Curriculum</i></p>

Evidence

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

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8