

Assessment Schedule – 2022

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
<p>Responding critically to significant aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> developing a relevant critical discussion in response to the question, showing an engagement with the text(s) making and evaluating a range of relevant points in support of the discussion that show understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning including specific and relevant details from the text(s) in the response to support the discussion. 	<p>Responding critically and convincingly to specified aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> developing a convincing critical discussion in response to the question, showing informed engagement with the text(s) making and evaluating a range of relevant points in support of the discussion that show convincing understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning beginning to weave specific and relevant details from the text(s) into the response to effectively support the discussion potentially linking the points made to matters beyond the text(s). 	<p>Responding critically and perceptively to specified aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> developing a sophisticated or original* critical discussion in response to the question, showing insightful* engagement with the text(s) making and evaluating a range of relevant points in support of the discussion that show a perceptive understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning weaving specific and judiciously chosen relevant details from the text(s) into the response to effectively support and expand the discussion tracing the development of ideas throughout the text, and linking the points made to 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>

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24

Evidence

QUESTION ONE: Prose (Text A: “Rabbit Run”)

The question prompts a discussion of how the writer explores the significance of animals to people.

Aspects of the text relevant to this discussion might include:

- audiences and purposes
- ideas (e.g. different ways that children and adults view animals; how a pet might help a father to bond with his children)
- language features (e.g. minor sentences, repetition, rhetorical question, emotive language)
- structures (e.g. day to night, chronology, change of opinion / debate).

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question <p>OR</p> <p>shows awareness of the use of ONE technique, without linking it to the idea.</p>	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question • presents a critical discussion of how ONE technique is used to make meaning in relation to the idea <p>OR</p> <p>shows awareness of the use of TWO techniques, linking them to the idea</p> <ul style="list-style-type: none"> • 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.

QUESTION TWO: Poetry (Text B: “Night in the forest”)

The question prompts a discussion of how the writer explores the way people experience darkness and light.

Aspects of the text relevant to this discussion might include:

- audiences and purposes
- ideas (e.g. darkness is inspiring / magical / threatening)
- language features (e.g. simile, metaphor, personal pronouns)
- structures (e.g. stanza use, journey, group to individual).

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question <p><i>OR</i></p> <p>shows awareness of the use of ONE technique, without linking it to the idea.</p>	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question • presents a critical discussion of how ONE technique is used to make meaning in relation to the idea <p><i>OR</i></p> <p>shows awareness of the use of TWO techniques, linking them to the idea</p> <ul style="list-style-type: none"> • 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.

QUESTION THREE: Comparison of the texts

The question prompts a discussion comparing how the writers reflect on relationships between adults and children.

Aspects of the text relevant to this discussion might include:

- audiences and purposes
- ideas (e.g. sometimes the child is in control, and other times the adult is; adults sometimes listen to children, and other times create situations in which children can explore)
- language features (e.g. personal pronouns – in the poem, “we” puts the voice of the children at the centre; in the prose, “he” / “the kids” presents the negotiation of relationships at the centre)
- structures (e.g. time used to show how the balance of power changes in adult-child relationships).

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question <p>OR</p> <p>shows awareness of the use of ONE technique, without linking it to the idea.</p>	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question • presents a critical discussion of how ONE technique is used to make meaning in relation to the idea <p>OR</p> <p>shows awareness of the use of TWO techniques, linking them to the idea</p> <ul style="list-style-type: none"> • 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.