

Pilot Assessment Schedule – 2023

English: Demonstrate understanding of significant aspects of unfamiliar texts (91927)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding of significant aspects of unfamiliar texts</i> involves the candidate:</p> <ul style="list-style-type: none"> • identifying or describing aspect(s) of the text relevant to the question • explaining how one or more significant aspects of the text create the meaning or effect prompted by the question • including specific and relevant details from the text to support the points made. 	<p><i>Demonstrating convincing understanding of significant aspects of unfamiliar texts</i> involves the candidate:</p> <ul style="list-style-type: none"> • explaining how two or more significant aspects of a text work together to create the meaning or effect prompted by the question • including specific and relevant details from the text to support the points made. 	<p><i>Demonstrating perceptive understanding of significant aspects of unfamiliar texts</i> involves the candidate:</p> <ul style="list-style-type: none"> • explaining how significant aspects of a text have been deliberately used to create meanings and effects in order to communicate ideas relating to: <ul style="list-style-type: none"> - the writer's purpose - wider contexts, beyond / outside of the text (such as human experience, society and the wider world) • including specific and relevant details from the text to support the points made.

Cut Scores

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

Evidence

Each item response should be assessed holistically. Possible coverage for each item is included in the Appendix.

N1	N2	A3	A4	M5	M6	E7	E8
The response: <ul style="list-style-type: none"> attempts to state an idea that is relevant to the question. 	The response: <ul style="list-style-type: none"> attempts to state an idea that is relevant to the question shows awareness of the use of one or more significant aspects of the text. 	The response fulfils the intent of the assessment criteria for Achievement, although some parts may be partial or weak.	The response securely fulfils the intent of the assessment criteria for Achievement.	The response fulfils the intent of the assessment criteria for Achievement with Merit, although some parts may be partial or weak.	The response securely fulfils the intent of the assessment criteria for Achievement with Merit.	The response fulfils the intent of the assessment criteria for Achievement with Excellence, although some parts may be partial or weak.	The response securely fulfils the intent of the assessment criteria for Achievement with Excellence.

N0 = No response; no relevant evidence.

Appendix: Possible coverage

QUESTION ONE (Text A: “Matariki”)

The question prompts a discussion about celebrating a new year and new beginnings. Ideas relating to this discussion might include:

- how the use of varied syntax, sentences, and structure (e.g. repetition of “Matariki” at the beginning of the first three paragraphs) conveys the building excitement and anticipation of the stages of celebration
- how the winter predawn cold and darkness is a special start to a new day (personification and listing)
- the contrast of past with present (“Polynesian lore” minds and “internet age” minds)
- how traditions / beliefs connect people throughout time; how a sense of belonging / togetherness is rekindled every year by a tradition where people gather to acknowledge the past and present.

QUESTION TWO (Text B: “the road and the rain”)

The question prompts a discussion of how the writer uses the experience of a road trip to feel connected to ancestors, nature, and the land past and present. Ideas relating to this discussion might include:

- the road as a metaphor or symbol for (life) as a journey, leading to the past (ancestors’ graveyard and home) and into the future
- how the weather reflects the writer’s gloomy or sombre mood
- the bird as a metaphor or symbol for hope, or the struggle of the individual
- the train as a metaphor or symbol for life, suggesting that moving forward into the future can be slow / hard work (when carrying the burden of the past).

QUESTION THREE (Text C: “The Beach”)

The question prompts a discussion of how the writer connects with the beach environment. Ideas relating to this discussion might include:

- how we behave at the boundaries of our comfort zone (e.g. seeking to recreate a home-like environment (metaphor of “open house”) in the outdoors)
- the fun / excitement / liberation of feeling like we are exploring and conquering the land (rhetorical question: “what do we do?”)
- how nature is something beyond our control (sentence variation), which motivates our curiosity.