

**Assessment Schedule – 2019****English: Analyse specified aspect(s) of studied written text(s), supported by evidence (91098)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><b>Analysing</b> specified aspect(s) of studied written text(s) involves <b>exploring and interpreting</b> how meanings and effects are created in the text(s), discussing specified aspects of the text(s), and providing appropriate evidence from the text(s).</p> <p>The discussion will be clearly communicated in a structured written answer.</p>	<p><b>Convincingly analysing</b> specified aspect(s) of studied written text(s) involves making <b>reasoned and clear interpretations</b> of specified aspects of the text(s), supported by appropriate evidence from the text(s).</p> <p>The majority of interpretations will be connected to one another.</p>	<p><b>Perceptively analysing</b> specified aspect(s) of studied written text(s) involves making <b>insightful and / or original interpretations</b> of specified aspects of the text(s), supported by appropriate evidence from the text(s).</p> <p>Insight and / or originality may also be shown by how the interpretations are connected and / or through engagement with the text.</p>

“Specified aspects” of the written texts are selected (as per Explanatory Note 4 of the standard) from:

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. figurative language, syntax, style, symbolism, vocabulary, sound devices)
- structures (e.g. part text, whole text, narrative sequence, beginnings and endings).

At Excellence level, the qualities of “insight” and “originality” should be judged within the context of a candidate working at Level 7 of *The New Zealand Curriculum*.

**Cut Scores**

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

## Evidence

*Note: Points cited below as evidence are indicative and not exclusive.*

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to demonstrate an understanding of an aspect of the text(s).	Shows limited understanding of an aspect of the text(s).	Shows <b>some understanding</b> of an aspect of the text(s).	Shows <b>understanding</b> of an aspect of the text(s).	Shows <b>some convincing understanding</b> of an aspect of the text(s).	Shows <b>convincing understanding</b> of an aspect of the text(s).	Shows <b>some perceptive understanding</b> of an aspect of the text(s), and its wider significance.	Shows <b>perceptive understanding</b> of an aspect of the text(s), and its wider significance.
Attempts to develop an idea.	States a simple idea.	Develops an <b>idea</b> .	Develops a <b>relevant idea</b> .	Develops at least one <b>convincing idea</b> .	Develops <b>convincing ideas</b> .	Develops a <b>partially insightful or original argument or interpretation</b> .	Develops an <b>insightful or original argument or interpretation</b> .
Attempts to show engagement with the text(s).	Shows limited engagement with the text(s).	Shows <b>some evidence</b> of engagement with the text(s).	Shows <b>evidence</b> of engagement with the text(s).	Shows <b>convincing engagement</b> with the text(s), which moves beyond the text(s) with partial success.	Shows <b>convincing engagement</b> with the text(s), which moves beyond the text(s).	Shows <b>insight in engagement</b> with the text(s), making relevant connections beyond the text(s) and linking them to the question.	Shows <b>insight in engagement</b> with the text(s), making relevant connections beyond the text(s) and linking them to the question.
		<b>Acknowledges</b> (possibly by implication) the author's purpose.	Shows <b>some understanding</b> (possibly by implication) of the author's purpose in crafting or shaping the text(s).	Shows <b>understanding</b> of the author's purpose in crafting or shaping the text(s).	Shows a <b>convincing understanding</b> of the author's purpose in crafting or shaping the text(s).	Shows <b>insight in</b> discussing the author's purpose by <b>making a judgement</b> about the crafting or shaping of the text(s).	Shows <b>insight in</b> discussing the author's purpose by <b>making judgements</b> about the crafting or shaping of the text(s).
	Attempts to use analysis-related terminology.	Uses analysis-related terminology <b>with some accuracy</b> .	Uses analysis-related terminology <b>accurately</b> .	Uses analysis-related terminology to <b>convincingly discuss</b> features of the text(s).	Uses analysis-related terminology to <b>convincingly discuss</b> features of the text(s).	Uses analysis-related terminology to <b>insightfully discuss</b> features of the text(s) in support of a wider argument.	Uses analysis-related terminology to <b>insightfully discuss</b> features of the text(s) in support of a wider argument.
	Attempts to address the question.	Writes in a focused manner, with most points addressing the question.	Writes in a focused manner, addressing the question.	Writes a well-structured answer, connecting valid idea(s).	Writes a well-structured answer, connecting valid idea(s).	Writes a cohesive, planned response.	Writes a cohesive, planned response.
	Includes evidence from the text.	Provides <b>appropriate evidence</b> from the text.	Provides <b>appropriate evidence</b> from the text.	Weaves a <b>range of evidence</b> throughout the response to support the main idea(s).	Weaves a <b>range of evidence</b> throughout the response to support the main idea(s).	Weaves a <b>range of evidence</b> throughout the response to support and expand on the key argument(s).	Weaves a <b>range of evidence</b> throughout the response to support and expand on the key argument(s).

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