

Assessment Schedule – 2021

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>Analysing significant aspects of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> engaging with a text by addressing the question exploring a relevant idea, using analysis-related terminology appropriately showing awareness (possibly by implication) that meaning has been deliberately crafted including specific and relevant details from the text to support the idea. 	<p>Convincingly analysing significant aspects of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> engaging with a text by convincingly addressing the question presenting a reasoned and clear discussion of one or more ideas, using analysis-related terminology to support the points made showing awareness that meaning has been deliberately crafted for a particular purpose weaving a range of specific and relevant details from the text into the response to support the main idea(s). 	<p>Perceptively analysing significant aspects of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> engaging with a text by insightfully addressing the question developing an insightful or original* argument or interpretation of the text, using analysis-related terminology to support the points made making judgements about the ways that effects and meanings relate to the purpose of the text weaving a range of specific and relevant details from the text into the response to support the argument or interpretation. <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: NON-FICTION (Text A: “Let these words stay on this wall”)

The question prompts a discussion of the writer’s attitude towards graffiti, and how he communicates this attitude.

Ideas relating to this discussion might include:

- graffiti can be both vandalism and art
- it can be worthwhile to think about what motivates a person who writes graffiti
- graffiti can have something important to say
- graffiti might be a cry for attention.

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 address the question • 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.

QUESTION TWO: POETRY (Text B: “Newsflash”)

The question prompts a discussion of ideas about the restriction of free speech.

Ideas relating to this discussion might include:

- censorship – positives and negatives
- “twitterings” (line 6) and “cloud” (line 12) – references to social media or online discourse
- the writer’s tone suggests that he’s being satirical
- the power of words.

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 address the question • 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.

QUESTION THREE: PROSE (Text C: “River Warrior”)

The question prompts a discussion of how an atmosphere of adventure is created.

Ideas relating to this discussion might include:

- techniques used to create drama, mystery, excitement, etc.
- rites of passage / coming-of-age moments can be thrilling, and a little scary too
- the importance of family traditions
- the journey is more important than the destination.

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 address the question • 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.