

Assessment Schedule – 2022

English: Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence (90851)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Showing understanding of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> • identifying or describing aspect(s) of the text relevant to the question / task • explaining how aspect(s) of the text create the meaning or effect prompted by the question / task (reading “on the lines”) • including specific and relevant details from the text to support the comments. 	<p><i>Showing convincing understanding of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> • explaining how two or more aspects of the text work together to create the meaning or effect prompted by the question / task (reading “between the lines”) • showing an awareness, possibly by implication, that the aspects have been deliberately used to create effects and meanings for a particular purpose • including a range of specific and relevant details from the text to support the discussion. 	<p><i>Showing perceptive understanding of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> • exploring ways in which aspects of the text create the meaning or effect prompted by the question / task (reading “beyond the lines”) • showing an awareness that the aspects have been deliberately used to communicate ideas relating to: <ul style="list-style-type: none"> - the writer’s purpose - contexts beyond / outside of the text (such as human experience, society, and the wider world) • integrating a range of specific and relevant details from the text to support the discussion.

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: “My pūriri: A love letter to climbing trees”)

The question prompts a discussion of the writer’s experiences and thoughts about climbing trees.

Ideas relating to this discussion might include:

- language features used to describe his experiences of and feelings about climbing trees
- how significant aspects of the text work together to show the thrill of childhood imagination / the loss of a childhood pastime
- an appreciation of the writer’s purpose, e.g.:
 - in reflecting on the difference in generations and a perceived loss of imagination
 - to encourage people to nurture younger generations through activities like tree-climbing
 - to create a sense of nostalgia.

N1	N2	A3	A4	M5	M6	E7	E8
The response: <ul style="list-style-type: none"> • states a relevant idea • shows awareness of the use of the specified aspect(s). 	The response: <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). 	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.

QUESTION TWO: NARRATIVE PROSE (Text B: “Waiting for take-off”)

The question prompts a discussion of the traveller’s experience of a delayed airplane flight.

Ideas relating to this discussion might include:

- language features used to describe the traveller’s thoughts and feelings about the delayed flight
- how significant aspects of the text work together to show his rising anxiety / frustration about the take-off and flight
- an appreciation of the writer’s purpose, e.g.:
 - to show how anxiety / frustration can be seen in physical and emotional reactions
 - to create a sense of anticipation / suspense.

N1	N2	A3	A4	M5	M6	E7	E8
The response: <ul style="list-style-type: none"> • states a relevant idea • shows awareness of the use of the specified aspect(s). 	The response: <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). 	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.

QUESTION THREE: POETRY (Text C: “Slideshow”)

The question prompts a discussion of the writer’s memories of her grandparents.

Ideas relating to this discussion might include:

- language features used to describe the writer’s grandparents, their house, or her visits
- the writer’s tone
- how significant aspects of the text work together to show the relationship between the writer and her grandparents
- an appreciation of the writer’s purpose, e.g.:
 - to show how important memories never fade
 - to show the special relationship between grandparents and grandchildren
 - to show how we don’t fully appreciate people until we are older
 - to create a sense of nostalgia.

N1	N2	A3	A4	M5	M6	E7	E8
The response: • states a relevant idea • shows awareness of the use of the specified aspect(s).	The response: • 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).	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.