

Assessment Schedule – 2023

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 convincingly 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: PROSE (Text A: “Elliot”)

The question prompts a discussion of how friendships grow from first impressions.

Ideas relating to this discussion might include:

- how first impressions can be superficial
- how unlikely friendships can result from being thrust together
- how friendships can grow from appreciating each other’s interests / trying new things together / looking out for each other.

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: “Near Hurunui”)

The question prompts a discussion of how the poet finds the landscape tranquil and awe-inspiring.

Ideas relating to this discussion might include:

- the comfort and sense of belonging that can be felt in familiar places
- the local landscape can remind us of our past travels
- an appreciation of the majesty of Aotearoa New Zealand’s landscape.

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: NON-FICTION (Text C: “Hear me out: we need more out-the-gate names”)

The question prompts a discussion of the importance of names and their connection to our identity.

Ideas relating to this discussion might include:

- decisions about how we name people, or use people’s names, are influenced by factors such as culture and gender
- your name can contribute to your unique identity
- diversity influences how we understand each other.

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.