

## Assessment Schedule – 2023

### English: Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence (91474)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><b>Responding critically</b> to significant aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> <li>developing a <b>relevant</b> critical discussion in response to the question, showing an <b>engagement</b> with the text(s)</li> <li>making and evaluating a range of relevant points in support of the discussion that show <b>understanding</b> of how at least TWO aspect(s) of the text(s) have been crafted to create meaning</li> <li><b>including</b> specific and relevant details from the text(s) in the response to <b>support</b> the discussion.</li> </ul>	<p><b>Responding critically and convincingly</b> to specified aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> <li>developing a <b>convincing</b> critical discussion in response to the question, showing <b>informed engagement</b> with the text(s)</li> <li>making and evaluating a range of relevant points in support of the discussion that show <b>convincing understanding</b> of how at least TWO aspect(s) of the text(s) have been crafted to create meaning</li> <li><b>beginning to weave</b> specific and relevant details from the text(s) into the response to <b>effectively support</b> the discussion</li> <li>potentially linking the points made to matters beyond the text(s).</li> </ul>	<p><b>Responding critically and perceptively</b> to specified aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> <li>developing a <b>sophisticated or original*</b> critical discussion in response to the question, showing <b>insightful* engagement</b> with the text(s)</li> <li>making and evaluating a range of relevant points in support of the discussion that show a <b>perceptive understanding</b> of how at least TWO aspect(s) of the text(s) have been crafted to create meaning</li> <li><b>weaving</b> specific and <b>judiciously chosen</b> relevant details from the text(s) into the response to <b>effectively support and expand</b> the discussion</li> <li>tracing the development of ideas throughout the text, and linking the points made to other contexts such as human experience, society, and the wider world.</li> </ul> <p><i>* Expectations of “insight” and “originality” should be considered in the context of a candidate working at Level 8 of The New Zealand Curriculum</i></p>

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24

## Evidence

### QUESTION ONE: Poetry (Text A: “One way and another”)

The question prompts a discussion of how the writer explores the way people respond to the details of life.

Aspects of the text relevant to this discussion might include:

- audiences and purposes
- ideas (e.g. nature provides (surprising) beauty; memories bring joy; the connected nature of things; having things both ways)
- language features (e.g. simile, emotive language, personal pronouns, rhetorical question)
- structures (e.g. stanza use; time / chronology / memory; outside-inside-outside; duality).

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> <li>• identifies an idea from the text that relates to the question</li> </ul> <p>OR</p> <p>shows awareness of the use of ONE technique, <b>without linking it</b> to the idea.</p>	<p>The response:</p> <ul style="list-style-type: none"> <li>• identifies an idea from the text that relates to the question</li> <li>• presents a critical discussion of how ONE technique is used to make meaning in relation to the idea</li> </ul> <p>OR</p> <p>shows awareness of the use of TWO techniques, <b>linking them</b> to the idea</p> <ul style="list-style-type: none"> <li>• includes details from the text.</li> </ul>	<p>The response fulfils the intent of the assessment criteria for Achievement, <b>although some parts may be partial or weak.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> 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, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

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

**QUESTION TWO: Prose (Text B: “What’s in a name?”)**

The question prompts a discussion of how the writer explores the significance of naming.

Aspects of the text relevant to this discussion might include:

- audiences and purposes
- ideas (e.g. naming and identity; names and gender / power)
- language features (e.g. metaphor, personal pronoun, cliché, emotive language)
- structures (e.g. chronology; expectation / reality; example / generalisation).

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> <li>• identifies an idea from the text that relates to the question</li> </ul> <p><i>OR</i></p> <p>shows awareness of the use of ONE technique, <b>without linking it</b> to the idea.</p>	<p>The response:</p> <ul style="list-style-type: none"> <li>• identifies an idea from the text that relates to the question</li> <li>• presents a critical discussion of how ONE technique is used to make meaning in relation to the idea</li> </ul> <p><i>OR</i></p> <p>shows awareness of the use of TWO techniques, <b>linking them</b> to the idea</p> <ul style="list-style-type: none"> <li>• includes details from the text.</li> </ul>	<p>The response fulfils the intent of the assessment criteria for Achievement, <b>although some parts may be partial or weak.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> 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, <b>although some parts may be imbalanced or limited.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

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

**QUESTION THREE: Comparison of the texts**

The question prompts a discussion comparing how the writers reflect on people’s experiences of change.

Aspects of the text relevant to this discussion might include:

- audiences and purposes
- ideas (e.g. changes that are expected or not anticipated; changes that are welcome or that bring challenges; material changes or changes to ideas; changes to plumbing and changes to society)
- language features, e.g.:
  - personal pronouns: in the poem, “I” is the writer who reflects on the change also experienced by “we” (presumably the people in the family / street); in the prose, “I” is a woman expected to change and “he” is a man challenged by change
  - emotive language: in the poem, the change is appreciated as ambivalence (“swanky” / ”extravagance”); in the prose, change is appreciated through “nightmare” as negative
- structures (e.g. use of time to show how change can be slower than expected in terms of names, or faster than realised in terms of plumbing).

N1	N2	A3	A4	M5	M6	E7	E8
The response: <ul style="list-style-type: none"> <li>• identifies an idea from the text that relates to the question</li> </ul> <p>OR</p> shows awareness of the use of ONE technique, <b>without linking it</b> to the idea.	The response: <ul style="list-style-type: none"> <li>• identifies an idea from the text that relates to the question</li> <li>• presents a critical discussion of how ONE technique is used to make meaning in relation to the idea</li> </ul> <p>OR</p> shows awareness of the use of TWO techniques, <b>linking them</b> to the idea <ul style="list-style-type: none"> <li>• includes details from the text.</li> </ul>	The response fulfils the intent of the assessment criteria for Achievement, <b>although some parts may be partial or weak.</b>	The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement.	The response fulfils the intent of the assessment criteria for Achievement with Merit, <b>although some parts may be imbalanced or limited.</b>	The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Merit.	The response fulfils the intent of the assessment criteria for Achievement with Excellence, <b>although some parts may be imbalanced or limited.</b>	The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Excellence.

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