

## Assessment Schedule – 2024

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

The question prompts a discussion of how the writer’s language shows the relationship between Eugene and his mother.

Ideas relating to this discussion might include:

- that Eugene is lively – sometimes exasperatingly so – sprawling, burning, whooped, hollered, clattered ...
- how the calmness of the mother is contrasted with the unpredictability of the child; she reacts to Eugene’s behaviour with affection and sympathy
- how the originality of language (e.g. “roister-doister”, “ratbag”) depicts Eugene as a unique child and emphasises how young he is.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s).</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>• attempts to address the question</li> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s)</li> <li>• includes details from the text(s).</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: Poetry (Text B: “Timepiece”)**

The question prompts a discussion of the frustrations and / or freedoms to be found in doing chores.

Ideas relating to this discussion might include:

- how time can seem to stand still when doing chores
- how there can be a sense of satisfaction or reward in completing chores
- how you can find freedom once the chores have been finished.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s).</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>• attempts to address the question</li> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s)</li> <li>• includes details from the text(s).</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: Non-fiction (Text C: “Milk skin”)**

The question prompts a discussion of how milk skin is often gross.

Ideas relating to this discussion might include:

- how milk skin can remind you of other gross things like sunburn skin-flakes
- how milk skin is a binary love–hate experience
- how responses to milk skin can be visceral and intense.

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<p>The response:</p> <ul style="list-style-type: none"> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s).</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>• attempts to address the question</li> <li>• states a relevant idea</li> <li>• shows awareness of the use of the specified aspect(s)</li> <li>• includes details from the text(s).</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.