

Assessment Schedule – 2024

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>Responding critically to significant aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> • developing a relevant critical discussion in response to the question, showing an engagement with the text(s) • making and evaluating a range of relevant points in support of the discussion that show understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning • including specific and relevant details from the text(s) in the response to support the discussion. 	<p>Responding critically and convincingly to specified aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> • developing a convincing critical discussion in response to the question, showing informed engagement with the text(s) • making and evaluating a range of relevant points in support of the discussion that show convincing understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning • beginning to weave specific and relevant details from the text(s) into the response to effectively support the discussion • potentially linking the points made to matters beyond the text(s). 	<p>Responding critically and perceptively to specified aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> • developing a sophisticated or original* critical discussion in response to the question, showing insightful* engagement with the text(s) • making and evaluating a range of relevant points in support of the discussion that show a perceptive understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning • weaving specific and judiciously chosen relevant details from the text(s) into the response to effectively support and expand the discussion • 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. <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>

Evidence

Question	Evidence
<p>ONE</p>	<p>The question prompts a discussion of the ways people experience their environment.</p> <p>Aspects of the text relevant to this discussion might include:</p> <ul style="list-style-type: none"> • audiences and purposes • ideas (e.g., insecurity / security, enjoyment, growth, learning, careful observation, friendship) • language features / structures (e.g., anthropomorphism / personification, become a mum; emotive language, collapsing, exhausted, intimidating; comparison, fresh to island / later; personal pronouns, I have come to understand; repeated motif, sleeping human / sleeping sea lion; dialogue, advice on environment).

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question <p>OR</p> <ul style="list-style-type: none"> • shows awareness of the use of ONE aspect without linking it to the idea. 	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question • presents a critical discussion of how ONE aspect is used to make meaning in relation to the idea <p>OR</p> <ul style="list-style-type: none"> • shows awareness of the use of TWO aspects, linking them to the idea • 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	Evidence
TWO	<p>The question prompts a discussion of the way people (and / or seals) feel about where they live. Aspects of the text relevant to this discussion might include:</p> <ul style="list-style-type: none"> • audiences and purposes • ideas (e.g., ownership, protection of environment, familiarity with the known, distress at change, collective inhabitation, privacy) • language features (e.g., onomatopoeia; contrast, cat door used by seal; allusion, little seal's / children's ears; sensory language, unfamiliar smell in familiar place; personal pronouns, our home and he needs to ... respect; domestic diction, tea towel / coal shovel) • structures.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question <p>OR</p> <ul style="list-style-type: none"> • shows awareness of the use of ONE aspect without linking it to the idea. 	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question • presents a critical discussion of how ONE aspect is used to make meaning in relation to the idea <p>OR</p> <ul style="list-style-type: none"> • shows awareness of the use of TWO aspects, linking them to the idea • 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	Evidence
<p>THREE</p>	<p>The question prompts a discussion of the relationships between people and animals. Aspects of the text relevant to this discussion might include:</p> <ul style="list-style-type: none"> • audiences and purposes • ideas (e.g., entertainment / inconvenience, intrigue / threat, cohabitation / separation, indulgence / annoyance, seeing animals in human terms / rejecting the human behaviour of animals, respect / desire for control, order / disorder) • language features / structures (e.g., shifting language from humans to animals, party / teenager; personal pronouns, us / them; sensory language, squid – off-putting to humans; emotive language, hopeful / big brown eyes).

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the texts that relates to the question <p>OR</p> <ul style="list-style-type: none"> • shows awareness of the use of ONE aspect without linking it to the idea. 	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the texts that relates to the question • presents a critical discussion of how ONE aspect is used to make meaning in relation to the idea <p>OR</p> <ul style="list-style-type: none"> • shows awareness of the use of TWO aspects, linking them to the idea • 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.

Cut Scores

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