

## Assessment Schedule – 2024

### English: Demonstrate understanding of significant aspects of unfamiliar texts (91927)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b> of significant aspects of unfamiliar texts</i> involves the candidate:</p> <ul style="list-style-type: none"> <li>• <b>identifying or describing</b> aspect(s) of the text relevant to the question</li> <li>• <b>explaining</b> how one or more significant aspects of the text <b>create</b> the meaning or effect prompted by the question</li> <li>• <b>including specific and relevant details</b> from the text to support the points made.</li> </ul>	<p><i>Demonstrating <b>convincing understanding</b> of significant aspects of unfamiliar texts</i> involves the candidate:</p> <ul style="list-style-type: none"> <li>• <b>explaining</b> how two or more significant aspects of a text <b>work together to create</b> the meaning or effect prompted by the question</li> <li>• <b>including specific and relevant details</b> from the text to support the points made.</li> </ul>	<p><i>Demonstrating <b>perceptive understanding</b> of significant aspects of unfamiliar texts</i> involves the candidate:</p> <ul style="list-style-type: none"> <li>• <b>explaining</b> how significant aspects of a text <b>have been deliberately used to create</b> meanings and effects in order to communicate ideas relating to: <ul style="list-style-type: none"> <li>- the writer's purpose</li> <li>- wider contexts, beyond / outside of the text (such as human experience, society and the wider world)</li> </ul> </li> <li>• <b>including specific and relevant details</b> from the text to support the points made.</li> </ul>

#### Evidence

Each item response should be assessed holistically. Possible coverage for each item is included in the Appendix.

N1	N2	A3	A4	M5	M6	E7	E8
The response attempts to state an idea that is relevant to the question.	The response: <ul style="list-style-type: none"> <li>• attempts to state an idea that is relevant to the question</li> <li>• shows awareness of the use of the specified aspect(s) in 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 partial or weak.</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 partial or weak.</b>	The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Excellence.

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

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–6	7–12	13–18	19–24

## **Appendix: Possible coverage**

### **QUESTION ONE (Text A: “School cross country”)**

The question prompts a discussion about how feelings, actions, relationships, and our past may influence our drive for success. Ideas relating to this discussion might include:

- how mood / atmosphere at the beginning of the race is dark / tense, tension builds, mood changes at the end with the joy / relief of success (repetition, description, turning point / climax / problem / resolution). Do not penalise if candidates don't identify narrative structure
- how success could be doing your best, wanting to please, making others proud, winning against the odds, rising to the challenge, showing resilience, determination (allusion, short sentence, listing, dialogue)
- linking and uniting past to present through whakapapa, whānau relationships and support, expectations, younger generations' success giving hope to the future (repetition, symbols, allusion, metaphor).

### **QUESTION TWO (Text B: “Thinking realistically”)**

The question prompts a discussion of how the writer uses one day to reflect on ideas about the creative process, work, goals, time, expectations, and response to obstacles. Ideas relating to this discussion might include:

- start of a new day feels full of excitement, promise, hope, action contrasted with the day ending in defeat, disappointment, frustration, resignation (imperative, verbs, idiom, personification)
- interruptions / distractions are a reality, routine can be good and bad, it can be difficult to feel / measure success, need to be flexible with expectations and management of time (metaphor, short sentence, hyperbole, humour)
- how interruptions / demands waste time, stop us achieving goals, affect the creative process, add stress but need to balance with the reality of needing breaks and social contact, learn to manage expectations, dealing with disappointment, and our limitations and failures (long sentence, verb).

### **QUESTION THREE (Text C: “Our team is a waka”)**

The question prompts a discussion of how actions, feelings, attitudes, and relationships help build strength, team culture, and a sense of belonging. Ideas relating to this discussion might include:

- how the use of a passionate, positive, confident, proud, happy mood / tone persuades, informs, entertains the audience so they can relate to it, or feel included, hopeful, excited about being in a team (pronoun, anecdote, short sentences etc.)
- how different cultures have common ideas / values that can unite individuals into a team / family which is the strongest bond due to trust, acceptance, love, respect (symbol, metaphor, te reo Māori, colloquial language)
- how leadership is inclusive, the coach inspires the team to unite and work together to become more powerful and successful than an individual could ever be (short sentences, metaphor repetition).