

## Assessment Schedule – 2025

### English: Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence (91099)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><b>Analysing</b> specified aspect(s) of studied visual or oral text(s) involves the candidate:</p> <ul style="list-style-type: none"> <li>presenting a <b>structured response</b> that follows the conventions of an essay, using analysis-related terminology <b>appropriately</b></li> <li>engaging with the text(s) by <b>addressing</b> the chosen question and its specified aspect(s)</li> <li><b>exploring a relevant idea</b> prompted by the chosen question, <b>showing understanding</b> in interpreting the specified aspect(s)</li> <li>showing <b>awareness</b> (possibly by implication) that effects and meanings have been <b>deliberately crafted</b></li> <li>including <b>specific and relevant details</b> from the text(s) to <b>support the idea</b>.</li> </ul>	<p><b>Convincingly analysing</b> specified aspect(s) of studied visual or oral text(s) involves the candidate:</p> <ul style="list-style-type: none"> <li>presenting a <b>structured response</b> that follows the conventions of an essay, using analysis-related terminology <b>to support the points made</b></li> <li>engaging with the text(s) by <b>convincingly addressing</b> the chosen question and its specified aspect(s)</li> <li><b>presenting a reasoned discussion of one or more ideas</b> prompted by the chosen question, <b>showing clear understanding</b> in interpreting the specified aspect(s) <i>The majority of interpretations will be connected to each other</i></li> <li>showing <b>awareness</b> that effects and meanings have been <b>deliberately crafted for a particular purpose</b></li> <li>weaving <b>a range of specific and relevant details</b> from the text(s) into the response to <b>support the main idea(s)</b>.</li> </ul>	<p><b>Perceptively analysing</b> specified aspect(s) of studied visual or oral text(s) involves the candidate:</p> <ul style="list-style-type: none"> <li>presenting a <b>cohesively structured response</b> that follows the conventions of an essay, using analysis-related terminology <b>to support the points made</b></li> <li>engaging with the text(s) by <b>convincingly addressing</b> the chosen question and its specified aspect(s)</li> <li><b>developing an insightful or original* argument</b> prompted by the chosen question, <b>supported by reasoned interpretation</b> of the specified aspect(s) <i>Insight or originality may also be shown in the way the interpretations of the specified aspect(s) are connected to each other</i></li> <li><b>making judgments</b> about the ways that effects and meanings <b>relate to the purpose of the text(s)</b></li> <li>weaving <b>a range of specific and relevant details</b> from the text(s) into the response to <b>support the argument or interpretation</b>.</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>

### Evidence

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.

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8