

## Assessment Schedule – 2025

### 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: POETRY (Text A: “Dig Deep!”)

The question prompts a discussion about communication styles and their effectiveness / impacts.

Ideas relating to this discussion might include:

- how people can talk past one another
- how people shape their communication based on their own experiences and interests, and that we can learn from others who see the world differently from us
- how the communication between the two ‘characters’ is sometimes frustrating and sometimes intimate and warm, even if the basketballer is not actually very helpful.

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: PROSE (Text B: “The boy with the long hair”)**

The question prompts a discussion about how the narrator’s hair forms part of his identity.

Ideas relating to this discussion might include:

- how some people expect everyone to conform to norms
- how hair length and style can be gendered
- how individuals can be determined to maintain their point of difference.

<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.

**QUESTION THREE: NON-FICTION (Text C: “Beyond the Rubik’s Cube”)**

The question prompts a discussion of how a seemingly nerdy activity can be captivating and exciting.

Ideas relating to this discussion might include:

- how the writer creates a sense of peak-geek drama and anticipation
- how the choice of words suggests something dynamic and creates a thrilling pace – blur, erupted, precariously ...
- how speedcubing can be just as competitive and exciting as other sports like the Olympic 100m sprint.

<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.