

Assessment Schedule – 2025

English: Respond critically to specified aspect(s) of studied written text(s), supported by evidence (91472)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Responding critically to specified aspect(s) of studied written text(s) involves the candidate:</i></p> <ul style="list-style-type: none"> presenting a structured response that follows the conventions of an essay, allowing for some clumsiness in style and weakness in organisation developing a relevant critical argument that provides an evaluative response to the chosen statement, showing an engagement with the text(s) making and evaluating a range of relevant points in support of the argument that show understanding of the aspect(s) of the text specified in the statement including specific and relevant details from the text(s) – and potentially other sources – in the response to support the argument. 	<p><i>Responding critically and convincingly to specified aspect(s) of studied written text(s) involves the candidate:</i></p> <ul style="list-style-type: none"> presenting a structured response that follows the conventions of an essay developing a convincing critical argument that provides an evaluative response to the chosen statement, showing familiarity and engagement with the text(s) making and evaluating a range of relevant points in support of the argument that show convincing understanding of the aspect(s) of the text specified in the statement beginning to weave specific and relevant details from the text(s) – and potentially other sources – into the response to effectively support the argument potentially linking the argument or points made to matters beyond the text(s). 	<p><i>Responding critically and perceptively to specified aspect(s) of studied written text(s) involves the candidate:</i></p> <ul style="list-style-type: none"> presenting a cohesive and articulate response that follows the conventions of an essay in a way that may show some originality* of expression developing a sophisticated and insightful or original* critical argument or interpretation that provides an evaluative response to the chosen statement, showing familiarity with and appreciation of the text(s) making and evaluating a range of relevant points in support of the argument that show a perceptive understanding of the aspect(s) of the text specified in the statement weaving specific and judiciously chosen relevant details from the text(s) – and potentially other sources – into the response to effectively support and expand the argument linking the argument or points made to other aspects of the text or 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

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> states a relevant idea shows awareness of the use of the specified aspect(s). 	<p>The response:</p> <ul style="list-style-type: none"> attempts to discuss the statement states a relevant idea shows awareness of the use of the specified aspect(s) 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
0–2	3–4	5–6	7–8