

## Assessment Schedule – 2025

### English: Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence (91473)

#### Assessment Criteria

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