

Assessment Schedule – 2025

English: Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence (91474)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Responding critically to significant aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> developing a relevant critical discussion in response to the question, showing an engagement with the text(s) making and evaluating a range of relevant points in support of the discussion that show understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning including specific and relevant details from the text(s) in the response to support the discussion. 	<p>Responding critically and convincingly to specified aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> developing a convincing critical discussion in response to the question, showing informed engagement with the text(s) making and evaluating a range of relevant points in support of the discussion that show convincing understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning beginning to weave specific and relevant details from the text(s) into the response to effectively support the discussion potentially linking the points made to matters beyond the text(s). 	<p>Responding critically and perceptively to specified aspect(s) of unfamiliar written text(s) through close reading involves the candidate:</p> <ul style="list-style-type: none"> developing a sophisticated or original* critical discussion in response to the question, showing insightful* engagement with the text(s) making and evaluating a range of relevant points in support of the discussion that show a perceptive understanding of how at least TWO aspect(s) of the text(s) have been crafted to create meaning weaving specific and judiciously chosen relevant details from the text(s) into the response to effectively support and expand the discussion tracing the development of ideas throughout the text, and linking the points made to 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>

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–7	8–12	13–18	19–24

Evidence

QUESTION ONE: PROSE (Text A: “Lippy”)

The question prompts a discussion of how storytelling is explored in the passage.

Aspects of the text relevant to this discussion might include:

- audiences and purposes (self-expression, representation)
- ideas (others telling your story – ‘she read books’ / ‘we are works of art’; the role of emotion in storytelling ‘heart into jar’)
- language features (metaphor – flying solo – storytelling as a collective endeavour; personal pronouns – telling own story [I], telling others’ stories [she]; anecdote – Sullivan’s anecdote; emotive language – electrifying; personification – ‘hustle’ / ‘sing’ / ‘scrap’), etc
- structures – interspersing general comments in a specific recall; characters’ v author’s v writer’s voice.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question <p>OR</p> <ul style="list-style-type: none"> • shows awareness of the use of ONE aspect without linking it to the idea. 	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question • presents a critical discussion of how ONE aspect is used to make meaning in relation to the idea <p>OR</p> <ul style="list-style-type: none"> • shows awareness of the use of TWO aspects, linking them to the idea • 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.

QUESTION TWO: POETRY (Text B: “Meteorite”)

The question prompts a discussion of emotions.

Aspects of the text relevant to this discussion might include:

- audiences and purposes
- ideas – helplessness in the face of scale; an inability to respond with emotion; self-doubt, etc
- language features (negative language – no sense ... ; repetition betraying self-doubt – down, down; insecurity shown through speculation / humour – I suspected joy ... migraine; being overwhelmed – question from child provoking emotive language – chest tightened; wonder), etc
- structures.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question <p>OR</p> <p>shows awareness of the use of ONE technique, without linking it to the idea.</p>	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question • presents a critical discussion of how ONE technique is used to make meaning in relation to the idea <p>OR</p> <p>shows awareness of the use of TWO techniques, linking them to the idea</p> <ul style="list-style-type: none"> • includes details from the text. 	<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.

QUESTION THREE: Comparison of the texts

The question prompts a discussion of people’s sense-making strategies.

Aspects of the text relevant to this discussion might include:

- audiences and purposes
- ideas (comparison as sense-making; using different pasts as sense-making – art history v celestial bodies; making sense through others and /or on one’s own), etc
- language features (imagining the words of a character in art work v responding to the ideas of a babysat child with a gesture; story writer owning her voice by comparing with others using informal language – super-jelly – v poet finding her ‘voice’ through the dog loop using exaggeration – never not funny; being helpful to others as a way of being in the world using emotive language – she calmed us all down – v poet seeking her own place in the world when she has nothing to say, using speculative language – I wondered if ... ; making sense through family – Sullivan’s anecdote – v on one’s own – list of past selves)
- structures.

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question <p>OR</p> <p>shows awareness of the use of ONE technique, without linking it to the idea.</p>	<p>The response:</p> <ul style="list-style-type: none"> • identifies an idea from the text that relates to the question • presents a critical discussion of how ONE technique is used to make meaning in relation to the idea <p>OR</p> <p>shows awareness of the use of TWO techniques, linking them to the idea</p> <ul style="list-style-type: none"> • includes details from the text. 	<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.