Sample Assessment Schedule – 2025

English: Demonstrate understanding of specific aspects of studied text (91925)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
*Demonstrating **understanding** of specific aspects of studied texts* involves: • **describing** aspects of a text • **describing** how aspects of the text **create** engagement with, or viewpoints on, a text prompted by the question • **including relevant details** from the text to support the points made.	*Demonstrating **convincing understanding** of specific aspects of texts* involves: • **explaining** how the **aspects work together to create** engagement with, or viewpoints on, a text prompted by the question • **including relevant details** from the text to support the points made.	*Demonstrating **perceptive understanding** of specific aspects of texts* involves: • **discussing** how the aspects of a text **have been used to create** engagement with, or viewpoints on, a text to establish meaning. This includes an awareness of the creator's purpose **or** wider contexts outside of the text (such as human experience, society, and the wider world) • **includes relevant details** from the text to support the points made.

Evidence

Each response should be assessed holistically.

N1	N2	A3	A4	M5	M6	E7	E8
The response: • attempts to state an idea that is relevant to the question.	The response: • attempts to state an idea that is relevant to the question • shows awareness of the use of the specified aspects in the text.	The response fulfils the intent of the assessment criteria for Achievement, **although some parts may be partial or weak**.	The response **securely** fulfils the intent of the assessment criteria for Achievement.	The response fulfils the intent of the assessment criteria for Achievement with Merit, **although some parts may be partial or weak**.	The response **securely** fulfils the intent of the assessment criteria for Achievement with Merit.	The response fulfils the intent of the assessment criteria for Achievement with Excellence, **although some parts may be partial or weak**.	The response **securely** fulfils the intent of the assessment criteria for Achievement with Excellence.

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

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
How does the creator use ideas and characters to help you engage with the text?	**How does the creator use characters to help you understand an important idea in our world?**	**How does the setting of a text help shape your understanding of a character of individual?**
The film *V for Vendetta* was created by James McTeigue and was made in 2005. The two aspects that I will be discussing are an interesting character and the main idea, and that we should fight for what is right. *[First paragraph has been removed]* I feel that V has an amazing idea, we should fight for what is right, but the way he's doing probably isn't the best for the people. Because even though he is trying to help the people by getting rid of the current government, the way he's doing it might scare the people into thinking he's going to blow them up or that if they do something that V doesn't like, V might kill them. If I was in V's place, I would try think of an alternative instead of just going around blowing buildings up. I also think that V is a very courageous human being because I know for a fact that a lot of people, including me, wouldn't want to stand up and fight for what we think is right, and that is another reason why I think that V truly wants to help people and make a better environment for the people around him. The reason I know this is because during the movie, V says: "That he believes the government will turn into an oppressive, fascist state and that his goal is to not overthrow but to take it down from its roots." *[Third and fourth paragraphs have been removed]*	The iconic coming of age film, *The Breakfast Club*, was made by John Hughes in 1985. The many different characters show us the important idea that all teenagers have their own obstacles and stepping stones in life that can influence their actions. They highlight the director's purpose of common insecurities and obstacles in a teens high school life. The character of Claire is a stereotype 'princess' who feels she's too good for the rest of the people in detention and doesn't belong there for skipping class. In contrast, bad boy Bender doesn't care how many detentions he gets as long as he gets his message across to the people in charge – 'eat my shorts'. All through the movie, Bender tries to get Claire's attention and she doesn't respond how he wants her to because he is beneath her. But, they start to bond over their miserable home life and Claire starts to understand that he's not as bad as she thinks he is. Hearing his backstory, she sees he isn't just a simple bully trying to impress everyone, but he's a kid who never got the chance to grow up properly. Their relationship is symbolised when Claire gave her diamond earring to Bender. This can show a sign of affection and devotion to Bender to let him know that she is not going to leave him and will treat him how he should be treated, unlike his cruel father. This is an important part of the film because it shows whether they would all be friends at school or not. This sign shows him that they have all grown close and if he lets people in, he will find those that value him for who he is.	As in real life, characters are often influenced by the cultural expectation of the place(s) they live in. In *Pleasantville*, directed by Gary Ross, we see the main characters David and Jennifer living in two different settings – a typical American high school in the 1990s and the 'perfect' 1950s town of Pleasantville. The cultures within these settings have a strong influence on David, clearly shaping his identity. The toxic societal hierarchy in the '90s teenage culture causes socially awkward, and secretly obsessed, David to be seen as 'uncool' and isolated from his peers. In the opening scene, a close-up on David's face shows him talking to an attractive 'cool' girl. He says, "Look. I know you don't think I should be telling you this, but…", and we hear how David is aware of his low status. The audience cringe with dread. Is David about to break the golden social rule and bring the hierarchy crashing down? The camera then cuts to a wide shot from behind David, showing us he is completely alone. The audience sighs with relief – it was all a dream – David is safe. David has been socially conditioned to stay in his lane, just like the cast of '80s classic high school drama, *The Breakfast Club*. The weekend detention at school begins to explore how the jock, the nerd, the rebel, etc., given time, may take up the opportunity and let down their guard, allowing themselves to interact and discover they share some common ground, but it doesn't really go much further than that. However, *Pleasantville* goes deeper and examines how stereotypes can be challenged and transformed when faced with new experiences and perspectives.

[The following paragraph of the candidate's response on character relationships and symbol have been removed]

Character relationships and symbolism work together to highlight the author's purpose because all five students were struggling and acting out in their own way and because they were sent to detention, they were able to see that they were not alone in their struggles. They highlight to us that people can form unlikely friendships regardless of your background or social group, as long as you are true to yourself and honest. The film reveals that although the characters come from very different worlds, they all had similar struggles. This is what meant they were able to become friends. They learned that as long as you are true to yourself and honest about who you are, there are people who will care about you. This caused me to think that if I took a step out of my comfort zone and took up the courage, I could potentially make friends with many different social groups and other cultures and become more involved in the world around me.

These examples clearly show that the two aspects of character relationships and symbolism that have been deliberately used to show the idea that through their actions, people may seem different on the outside but really they are just the same on the inside. We all want to be accepted for who we are. And we want to break down the barriers and connect with each other. This links to the wider world because every day, people meet new people just by chance. Take me, for example, I built up the courage to join kapa haka and there have been so many opportunities, so many new friendships I now have to enrich my experience of life and how I see myself fitting in with different groups of people.

David's yearning for acceptance means he must hide his obsession with '50s TV sitcom *Pleasantville*, which makes him uncool. This guilty secret explains his timid, unfulfilling approach to life in the '90s. The cool / uncool stereotypes are still a thing today. Our schools, and websites like Kids Health, teach and encourage us to embrace our individuality and differences by building emotional awareness so that hopefully Ross's message of tolerance towards difference will finally get through and diminish the harmful hierarchy of restrictive stereotypes experienced in schools then and now.

The social injustices David sees within the '50s culture in the town of Pleasantville shape and develop his identity when his values are challenged. Initially, David enjoys the pleasantness and 'perfection', and is eager to play along so as not to change anything. However, as time progresses, cracks appear, and David sees the injustice in the town and a more self-assured David now follows through on standing up for what he believes in – equality.

[The response then goes on to explore David's reaction to an event showing his character's transformation shifting from passive to assertive by using comprehensive perceptive exploration of this example from different perspectives and integrating a relevant text to world personal response]