

Assessment Schedule – 2025

English: Demonstrate understanding of significant aspects of unfamiliar texts (91927)

Assessment Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|---|
| <p><i>Demonstrating understanding of significant aspects of unfamiliar texts involves:</i></p> <ul style="list-style-type: none"> • identifying or describing aspect(s) of the text relevant to the question • explaining how one or more significant aspects of the text create meaning or effect prompted by the question <p>• including specific and relevant details from the text to support the points made.</p> | <p><i>Demonstrating convincing understanding of significant aspects of unfamiliar texts involves:</i></p> <ul style="list-style-type: none"> • explaining how two or more significant aspects of a text work together to create meaning or effect prompted by the question <p>• including specific and relevant details from the text to support the points made.</p> | <p><i>Demonstrating perceptive understanding of significant aspects of unfamiliar texts involves:</i></p> <ul style="list-style-type: none"> • explaining how significant aspects of a text have been deliberately used to create meanings and effects prompted by the question in order to communicate ideas relating to: <ul style="list-style-type: none"> - the writer’s purpose - wider contexts, beyond / outside of the text (such as human experience, society, and the wider world) <p>• including specific and relevant details from the text to support the points made.</p> |

Cut Scores

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|-------------|------------------------|-----------------------------|
| 0–6 | 7–12 | 13–18 | 19–24 |

Evidence

QUESTION ONE: NON-FICTION (Text A: “‘Giant batmobiles’: In search of the manta rays of the Hauraki Gulf”)

The question prompts a discussion about how captivating and vulnerable the natural world is and how educating people through involvement in an environmental science project will be rewarding and help protect nature.

Ideas relating to this discussion might include:

- how the mood is excited, fun, and positive to support the purpose to entertain / inform / persuade to promote awareness and participation in Manta Watch NZ's project (exclamation, direct speech, short sentences, listing, analogy, simile, humour, bias)
- how the environment is a beautiful living thing that needs to be nurtured; it is fragile, threatened, vulnerable. Rays are mysterious and precious (metaphor, simile, alliteration, adjectives, te reo Māori)
- how participating in citizen science is fun, educational, important, rewarding, pioneering, leading the way. Anyone can gather information. Citizen science is a shared interest / cause which unites people and connects them to the environment. Rays and their habitat are vulnerable, rays need our protection, rays are mysterious creatures (factual information, colloquial language, short sentences, scientific language / jargon, adjective, simile, comparison).

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|--|--|---|---|--|--|---|
| The response attempts to state an idea that is relevant to the question. | The response: <ul style="list-style-type: none"> • attempts to state an idea that is relevant to the question • shows awareness of the use of the specified aspect(s) 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.

QUESTION TWO: POETRY (Text B: “bush houses”)

The question prompts a discussion about how the writer reflects on and describes their childhood and how environment affects our actions.

Ideas relating to this discussion might include:

- how the mood is nostalgic, reflective, and positive to support the purpose of sharing and reflecting on memories / experiences (tense, vivid verbs)
- how nature provides shelter for us, meets our needs, is a playground, and is hostile but can be tamed / controlled (adjectives, comparison, metaphor)
- how teamwork makes the dream work, hard work, persistence, and determination pays off, having a vision / imagination is powerful, being practical, hands-on, and resourceful, following a process / plan / steps to get a job done (pronouns, lack of punctuation)
- the contrast between city / country, nature / human hands, adult / child to show different points of view of nature and how we interact with it, playful game or serious gardener, and / or problem-solving solutions (nouns, adjectives, alliteration).

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|--|--|---|---|--|--|---|
| The response attempts to state an idea that is relevant to the question. | The response: <ul style="list-style-type: none"> • attempts to state an idea that is relevant to the question • shows awareness of the use of the specified aspect(s) 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.

QUESTION THREE: PROSE (Text C: “Dad and the camera”)

The question prompts a discussion of the memories and personality of the father, how he interacted with others, the significance of gifts and importance of memories.

Ideas relating to this discussion might include:

- Dad is quiet, reserved, introverted, shy, thoughtful, kind, observant, and different, lives in a world of his own and shows his empathy / love / feelings / emotions by watching and taking photos of special moments which are like gifts, words are hard to find or inadequate (simile, short sentence, symbol, verbs, contrast, paragraphing)
- relationship was closer than she realised at the time, he communicated differently, she liked how her dad was different, their relationship was different, close, special, and meaningful. She felt awkward / uncomfortable / lonely / misunderstood, Dad understood, having someone ‘get you’ means a lot, validation, makes you feel special / important / seen / noticed / makes a difference / helps. Dad helped her to see the world / herself differently or see things better / differently / value it more (symbol, point of view, narrative structure)
- gifts, photographs are precious, can trigger memories of a special person or moment, be a link to the past, have lasting impact / meaning / significance / open portal into another world (adjectives, alliteration, short sentence, symbol).

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|--|--|---|---|--|--|---|
| The response attempts to state an idea that is relevant to the question. | The response: <ul style="list-style-type: none"> • attempts to state an idea that is relevant to the question • shows awareness of the use of the specified aspect(s) 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.