### Assessment Schedule - 2021

# English: Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence (90850)

### **Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
Showing <b>understanding</b> of specified aspect(s) of studied visual or oral text(s) involves the candidate writing an "on the lines" response that:	Showing convincing understanding of specified aspect(s) of studied visual or oral text(s) involves the candidate writing a "between the lines" response that:	Showing <b>perceptive understanding</b> of specified aspect(s) of studied visual or oral text(s) involves the candidate writing a "beyond the lines" response that:
addresses BOTH parts of the chosen question ("Describe" and "Explain")	answers BOTH parts of the chosen question ("Describe" and "Explain")	answers BOTH parts of the chosen question ("Describe" and "Explain")
makes relevant points about how the aspect(s) specified in the question are used in the text(s)	makes clear points about how the aspect(s) specified in the question are used in the text(s)	<ul> <li>makes clear points about how the aspect(s) specified in the question are used in the text(s), showing some insight or originality* in thought or interpretation, possibly by:</li> <li>showing an appreciation of the significance of the</li> </ul>
		aspect(s) to the text(s) as a whole
		- making connections beyond / outside the text
		* Expectations of "insight" and "originality" should be considered in the context of a candidate working at Level 6 of The New Zealand Curriculum. Insight or originality may also be shown in the way the interpretations of the specified aspect(s) are linked to each other.
	shows an awareness, possibly by implication, that the specified aspect(s) have been used deliberately to create effects and meanings for a particular purpose	shows an awareness that the specified aspect(s) have been used deliberately to create effects and meanings for a particular purpose
shows some deliberate organisation, possibly using a formulaic approach (e.g. one point per paragraph)	is organised with some fluency, linking the points to one another	is organised to present and develop an argument; structure and expression may show flair / originality that enhances the discussion, and references to the two parts of the question may be combined
• includes specific and relevant details from the text(s), possibly including quotations, to support the points made.	includes a range of specific and relevant details from the text(s), including quotations, to support the points made.	integrates a range of specific and relevant details from the text(s), including quotations, to support the points made.

#### Evidence

N1	N2	А3	A4	M5	М6	E7	E8
The response:	The response:  • attempts to address the question	The response fulfils the intent of the assessment criteria for Achievement,	The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement.	The response fulfils the intent of the assessment criteria for Achievement with	The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with	The response fulfils the intent of the assessment criteria for Achievement with	The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with
states a relevant idea     shows awareness of the use of the specified aspect(s).	<ul> <li>states a relevant idea</li> <li>shows awareness of the use of the specified aspect(s)</li> </ul>	although some parts may be partial or weak.		Merit, although some parts may be partial or weak.	Merit.	Excellence, although some parts may be partial or weak.	Excellence.
	<ul> <li>includes details from the text(s).</li> </ul>						

**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	