

## Assessment Schedule – 2023

**English: Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence (90851)**

### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Showing <b>understanding</b> of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> <li>• <b>identifying or describing</b> aspect(s) of the text relevant to the question / task</li> <li>• <b>explaining</b> how aspect(s) of the text create the meaning or effect prompted by the question / task (reading “on the lines”)</li> <li>• <b>including specific and relevant details</b> from the text to support the comments.</li> </ul>	<p><i>Showing <b>convincing understanding</b> of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> <li>• <b>explaining</b> how two or more aspects of the text <b>work together</b> to create the meaning or effect prompted by the question / task (reading “between the lines”)</li> <li>• <b>showing an awareness, possibly by implication</b>, that the aspects have been <b>deliberately used to create effects and meanings</b> for a particular purpose</li> <li>• <b>including a range of specific and relevant details</b> from the text to support the discussion.</li> </ul>	<p><i>Showing <b>perceptive understanding</b> of significant aspects of an unfamiliar written text involves the candidate:</i></p> <ul style="list-style-type: none"> <li>• <b>exploring</b> ways in which aspects of the text create the meaning or effect prompted by the question / task (reading “beyond the lines”)</li> <li>• <b>showing an awareness</b> that the aspects have been <b>deliberately used to communicate ideas</b> relating to: <ul style="list-style-type: none"> <li>- the writer’s purpose</li> <li>- contexts beyond / outside of the text (such as human experience, society, and the wider world)</li> </ul> </li> <li>• <b>integrating a range of specific and relevant details</b> from the text to support the discussion.</li> </ul>

### 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: “From dream to reality”)

The question prompts a discussion about the writer’s feelings about the house and the prospect of renovating.

Ideas relating to this discussion might include:

- language features used to describe the house and the writer’s feelings about it
- how significant aspects of the text work together to show the writer’s initial joy of buying the house and then the reality of living in it
- an appreciation of the writer’s purpose, e.g.:
  - the writer’s initial connection and appreciation of the history of her new house
  - the realisation of the disadvantages of living in an old house
  - the effect (initial shock changing to excited anticipation) of being challenged to make big changes to something familiar.

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 address the question</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 partial or weak.</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 partial or weak.</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.

**QUESTION TWO: POETRY (Text B: “The third-to-last time I ever see her”)**

The question prompts a discussion about the different things occupying the writer’s thoughts on seeing a person with a shared past while sitting an exam.

Ideas relating to this discussion might include:

- language features used to describe the writer’s experience in the exam room
- how significant aspects of the text work together to show the writer’s rollercoaster of emotions in trying to deal with two stressful situations at the same time
- an appreciation of the writer’s purpose, e.g.:
  - to show the writer trying to process an unresolved relationship
  - to show a moment in the process of coming of age – the enormity of dealing with a relationship ending while life’s necessary activities must continue.

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 address the question</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 partial or weak.</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 partial or weak.</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.

**QUESTION THREE: NARRATIVE PROSE (Text C: “Discovering my whenua”)**

The question prompts a discussion about the writer’s reflection on her experience of connecting with her cultural heritage.

Ideas relating to this discussion might include:

- language features used to describe the trip and the writer’s feelings towards it.
- how significant aspects of the text work together to show the writer’s feelings towards being shown places of importance to her father but not necessarily to her; the imagery of moving from darkness to light
- an appreciation of the writer’s purpose, e.g.:
  - re-evaluating an experience that was not important to her at the time
  - how finding a sense of belonging is not always easy
  - the significance of sharing knowledge between generations to help someone find their place in the world.

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 address the question</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 partial or weak.</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 partial or weak.</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.