

Assessment Schedule – 2023

English: Show understanding of specified aspect(s) of studied written text(s), using supporting evidence (90849)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Showing understanding of specified aspect(s) of studied written text(s) involves the candidate writing an “on the lines” response that:</p> <ul style="list-style-type: none"> • addresses 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) 	<p>Showing convincing understanding of specified aspect(s) of studied written text(s) involves the candidate writing a “between the lines” response that:</p> <ul style="list-style-type: none"> • answers BOTH parts of the chosen question (“Describe ...” and “Explain ...”) • makes clear points about how the aspect(s) specified in the question are used in the text(s) 	<p>Showing perceptive understanding of specified aspect(s) of studied written text(s) involves the candidate writing a “beyond the lines” response that:</p> <ul style="list-style-type: none"> • answers BOTH parts of the chosen question (“Describe ...” and “Explain ...”) • 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: <ul style="list-style-type: none"> - showing an appreciation of the significance of the aspect(s) to the text(s) as a whole - making connections beyond / outside the text <p><i>* 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.</i></p>
<ul style="list-style-type: none"> • shows some deliberate organisation, possibly using a formulaic approach (e.g. one point per paragraph) • includes specific and relevant details from the text(s), possibly including quotations, to support the points made. 	<ul style="list-style-type: none"> • shows an awareness, possibly by implication, that the specified aspect(s) have been used deliberately to create effects and meanings for a particular purpose • is organised with some fluency, linking the points to one another • includes a range of specific and relevant details from the text(s), including quotations, to support the points made. 	<ul style="list-style-type: none"> • shows an awareness that the specified aspect(s) have been used deliberately to create effects and meanings for a particular purpose • 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 • integrates a range of specific and relevant details from the text(s), including quotations, to support the points made.

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> states a relevant idea shows awareness of the use of the specified aspect(s). 	<p>The response:</p> <ul style="list-style-type: none"> attempts to address the question states a relevant idea shows awareness of the use of the specified aspect(s) 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 partial or weak.</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 partial or weak.</p>	<p>The response securely fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

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