

Achievement Standard

Subject Reference	English 3.2		
Title	Respond critically to written text(s) studied		
Level	3	Credits	3
		Assessment	External
Subfield	English		
Domain	English Written Language		
Registration date	16 November 2005	Date version published	16 November 2005

This achievement standard involves previous reading and study of written text(s), and development of a critical response using supporting evidence.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Develop a critical response to specified aspect(s) of written text(s) using supporting evidence. 	<ul style="list-style-type: none"> • Develop a convincing critical response to specified aspect(s) of written text(s) using supporting evidence. 	<ul style="list-style-type: none"> • Develop an integrated and perceptive critical response to specified aspect(s) of written text(s) using supporting evidence.

Explanatory Notes

- 1 This achievement standard is derived from *English in the New Zealand Curriculum* (EiNZC), Learning Media, Ministry of Education, 1994, up to and including Level 8.
 READING: Close Reading, Exploring Language, Thinking Critically
 WRITING: Transactional Writing.
- 2 A *critical response* to written text(s) may refer to:
 - aspects such as theme(s), setting, characterisation, context (social, political, historical, etc), conventions of genre, positioning of reader
 - 'methods or procedures used in crafting and shaping text' (EiNZC glossary), eg structure, method of narration, style, literary features.
- 3 *Perceptive* means with intuitive understanding and insight.

- 4 Assessment will require a critical essay on an aspect or aspects of one or more of the following:
- novel
 - short story
 - poetry
 - non-fiction
 - non-Shakespearean drama
 - print media
 - hyperfiction.

Students who select short texts (eg poetry, short story, magazine articles) must refer to at least two.

The critical essay will include an introduction clearly stating the focus and scope of the argument, a range of points supported by accurate and relevant examples/evidence, and a reasoned conclusion. The essay will be expected to show accurate use and control of writing conventions.

- 5 Texts studied should be of sufficient depth and complexity to enable students to respond at a level that will achieve the standard. At this level, texts studied would be expected to have significant literary merit/worth/qualities, or an established critical reputation or acclaim.

Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0226