

## Achievement Standard

<b>Subject Reference</b>	English 1.2		
<b>Title</b>	Demonstrate understanding of specific aspects of studied text		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	English		
<b>Domain</b>	English Written Language		
<b>Status</b>	Approved	<b>Status date</b>	March 2023
<b>Planned review date</b>	December 2028	<b>Date version published</b>	March 2023

### Purpose Statement

Students are able to demonstrate understanding of specific aspects of studied text.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of specific aspects of studied text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate convincing understanding of specific aspects of studied text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate perceptive understanding of specific aspects of studied text</li> </ul>

### Explanatory Notes

- 1 *Demonstrate understanding of specific aspects of studied text* involves:
- describing specific aspects of a text
  - describing how specific aspects create engagement with, or viewpoints on, a text
  - supporting descriptions with examples from the text.

*Demonstrate convincing understanding of specific aspects of studied text* involves:

- explaining how specific aspects work together to create engagement with, or viewpoints on, a text
- supporting explanations with examples from the text.

*Demonstrate perceptive understanding of specific aspects of studied text* involves:

- discussing the relationship between specific aspects of a text, and author's purpose or wider context, using examples from the text
- supporting discussion with examples from the text.

- 2 *Studied text* may include Aotearoa New Zealand, Pacific, or world texts.
- Studied text can be in written, visual, or oral form. Evidence for the standard may include reference to more than one studied text.
- 3 For the purposes of this achievement standard, *aspects of text* could include reference to two or more aspects such as character, ideas, setting, plot, style, purposes, language features or techniques, structure, and other relevant aspects.
- 4 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- 5 This achievement standard is derived from the English Learning Area at Level 6 of *The New Zealand Curriculum: Learning Media*, Ministry of Education, 2007.
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### Replacement Information

This achievement standard, AS91924, AS91926, and AS91927 replaced AS90052, AS90053, and AS90849-AS90857.

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### Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233

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