

## Achievement Standard

**Subject Reference** English 2.4

**Title** Analyse short written texts

**Level** 2      **Credits** 3      **Assessment** External

**Subfield** English

**Domain** English Written Language

**Status** Expiring      **Status date** 17 November 2011

**This achievement standard is expiring. Assessment against the standard must take place before the expiry date set out below.**

**Expiry date** 31 December 2011      **Date version published** 17 November 2011

This achievement standard involves previous reading and study of at least two short written texts of the same or different genre (eg poetry, short stories, magazine articles) and writing an analysis that shows understanding of ideas and techniques in the text(s).

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse specified aspect(s) of at least two short written texts, using supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse specified aspect(s) of at least two short written texts convincingly, using supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse specified aspect(s) of at least two short written texts convincingly and with insight, using supporting evidence.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *English in the New Zealand Curriculum* (EiNZC), Learning Media, Ministry of Education, 1994, up to and including Level 7.  
 READING: Close Reading, Exploring Language, Thinking Critically  
 with links to:  
 WRITING: Transactional Writing.

- 2 *Analyse* means showing engagement with the text at a reader level and discussing specified aspects of the text(s) offering supporting points, with detailed reference to the text(s). The discussion should be communicated clearly and coherently.

*Specified aspects* of texts includes methods or procedures used in crafting and shaping text, eg structure, method of narration, style, literary features, and could include theme(s), characterisation, setting, context (social, political, or historical), and positioning of the reader.

- 3 *Convincingly* could include accuracy, comprehensive detail, precision, persuasiveness, and/or cogent points made.
- 4 The student will choose at least two *short written texts*. They could be of the same or different genre such as short stories, poetry, print media (eg feature article, editorial, column), short hyper-fiction.
- 5 Texts analysed at this level should be of sufficient depth and complexity to enable students to develop a full and detailed analysis.
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### Replacement Information

This achievement standard and AS90377 have been replaced AS91098.

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### Quality Assurance

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

Consent and Moderation Requirements (CMR) reference

0226