

Achievement Standard

Subject Reference English 1.1

Title Show understanding of specified aspect(s) of studied written text(s), using supporting evidence

Level 1 **Credits** 4 **Assessment** External

Subfield English

Domain English Written Language

Status Registered **Status date** 17 December 2010

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This achievement standard involves a previous reading and study of at least one written text and the writing of a response that shows understanding of specified aspect(s) of the text(s).

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Show understanding of specified aspect(s) of studied written text(s), using supporting evidence. 	<ul style="list-style-type: none"> • Show convincing understanding of specified aspect(s) of studied written text(s), using supporting evidence. 	<ul style="list-style-type: none"> • Show perceptive understanding of specified aspect(s) of studied written text(s), using supporting evidence.

Explanatory Notes

- 1 This achievement standard is derived from the Level 6 Making Meaning strand [reading] and the Creating Meaning strand [writing] and related achievement objectives in the English learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2011. Text(s) chosen for study should be at Curriculum Level 6 and/or have characteristics that enable students to show the expected level of understanding.
- 2 *Specified aspect(s)* are selected from:
 - purposes and audiences
 - ideas (eg character, theme, setting)
 - language features (eg figurative language, syntax, style, symbolism, vocabulary)
 - structures (eg part text, whole text, narrative, beginnings and endings).

- 3 *Studied written text(s)* may include New Zealand or world text(s). However, teachers are encouraged to include both world and New Zealand texts when preparing students for assessment.
- 4 A response that shows *understanding* makes some points relevant to the topic being addressed in an organised written response.
- 5 A response that shows *convincing understanding* makes clear points which are relevant to the topic being addressed in an organised written response. The majority of these points are connected to each other. Some unevenness in the response may be acceptable.
- 6 A response that shows *perceptive understanding* makes clear points which are relevant to the topic being addressed and will show some insight or originality in thought or interpretation. These points are developed and integrated.
- 7 *Supporting evidence* refers to specific and relevant details from the text(s) used to support ideas.
- 8 A selection from one or more of the following text types will be provided. Reference can be made to one or more texts within the chosen text type:
- novel
 - non-fiction
 - print media
 - drama
 - short story
 - poetry/song lyric
 - digital/online text; or
 - a combination of the above (inter-textual studies).
- 9 Assessment Specifications for this achievement standard can be accessed through the English Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources>.
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Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA 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

0233