Achievement Standard

Subject Reference  English 1.3
Title  Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence
Level  1  Credits  4  Assessment  External
Subfield  English
Domain  English Written Language
Status  Registered  Status date  17 December 2010
Planned review date  31 December 2014  Date version published  17 December 2010

This achievement standard involves showing understanding of purposes and audiences, ideas, language features, and/or structures based on the close reading of significant aspects of unfamiliar short written text(s) and extracts from longer text(s).

Achievement Criteria

<table>
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<tr>
<th>Achievement</th>
<th>Achievement with Merit</th>
<th>Achievement with Excellence</th>
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</thead>
<tbody>
<tr>
<td>• Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</td>
<td>• Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</td>
<td>• Show perceptive understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</td>
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Explanatory Notes


2 Close reading involves a detailed exploration and consideration of significant aspects of text(s).
Significant aspects are selected from:

- purposes and audiences
- ideas (eg character, theme, setting)
- language features (eg figurative language, style, syntax, symbolism, vocabulary)
- structures (eg part text, whole text, narrative)
- text conventions (spelling, punctuation, grammar).

Show understanding involves making statements about significant aspects of written text(s) and explaining these statements in terms of the meanings and effect(s) created.

Show convincing understanding involves explaining how significant aspects of written text(s) work together to create meaning.

Show perceptive understanding involves explaining how significant aspects of written text(s) communicate ideas about the text in relation to the writer’s purpose as well as wider contexts, such as human experience, society and the wider world.

Supporting evidence refers to the use of specific and relevant details from the text(s) to support ideas.

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.

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