

Achievement Standard

Subject Reference English 1.8

Title Explain significant connection(s) across texts, using supporting evidence

Level 1 **Credits** 4 **Assessment** Internal

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 explaining significant connection(s) across texts, using supporting evidence.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Explain significant connection(s) across texts, using supporting evidence. 	<ul style="list-style-type: none"> Convincingly explain significant connection(s) across texts, using supporting evidence. 	<ul style="list-style-type: none"> Perceptively explain significant connection(s) across texts, using supporting evidence.

Explanatory Notes

- This achievement standard is derived from the Level 6 Making Meaning strand [listening, reading, viewing] and the Creating Meaning strand [speaking, writing, viewing] 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. Texts chosen should be at Curriculum Level 6 and/or have characteristics that enable students to meet the expected level of explanation.
- The texts selected for study may be any combination of written, visual and/or oral. At least four texts (written, oral and/or visual; short and/or extended) must be included. At least one text must be student-selected.

- 3 *Connection(s)* may include links, commonalities and/or relationships between:
- knowledge, experience and ideas
 - purposes and audiences
 - language features
 - structures.
- 4 *Explain* involves expressing ideas about the connection(s) between texts.
- 5 *Convincingly explain* involves making clear points that develop understandings about the connection(s) being addressed. Some unevenness in the response may be acceptable.
- 6 *Perceptively explain* involves making clear points that develop understandings that show some insight or originality in thought or interpretation about the connection(s) being addressed. Some unevenness in the response may be acceptable.
- 7 *Supporting evidence* refers to the use of specific and relevant details from each text(s) to support ideas.
- 8 *Explanations* about connection(s) may be presented in appropriate oral, written and/or visual forms.
- 9 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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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