

Achievement Standard

Subject Reference	English 2.3		
Title	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence		
Level	2	Credits	4
		Assessment	External
Subfield	English		
Domain	English Written Language		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2014	Date version published	17 November 2011

This achievement standard involves analysing significant aspects of unfamiliar written text(s) through close reading, supported by evidence.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence. 	<ul style="list-style-type: none"> Analyse significant aspects of unfamiliar written text(s) convincingly through close reading, supported by evidence. 	<ul style="list-style-type: none"> Analyse significant aspects of unfamiliar written text(s) perceptively through close reading, supported by evidence.

Explanatory Notes

- This standard is derived from the Level 7 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 at <http://seniorsecondary.tki.org.nz>.
- Analyse significant aspects of unfamiliar written text(s)* involves making developed interpretations of how significant aspects of texts create meaning.

Analyse significant aspects of unfamiliar written text(s) convincingly involves making reasoned and clear interpretations of how significant aspects of texts create meaning.

Analyse significant aspects of unfamiliar written text(s) perceptively involves making insightful and/or original interpretations of how significant aspects of texts create meaning.

- 3 *Supported by evidence* refers to the use of specific and relevant details to support analysis.
- 4 *Close reading* involves a detailed exploration and consideration of significant aspects of texts.
- 5 Significant aspects of texts are selected from:
- particular audiences and purposes
 - ideas (eg themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text)
 - language features (eg figurative language, syntax, style, symbolism, vocabulary, sound devices)
 - structures (eg part text, whole text, narrative sequence, beginnings and endings).
- 6 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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Replacement Information

This achievement standard replaced AS90380.

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

0233