

## Achievement Standard

**Subject Reference** English 2.7

**Title** Analyse significant connections across texts, supported by evidence

**Level** 2      **Credits** 4      **Assessment** Internal

**Subfield** English

**Domain** English Written Language

**Status** Registered      **Status date** 17 November 2011

**Planned review date** December 2014      **Date version published** 17 November 2011

This achievement standard involves analysing significant connections across texts, supported by evidence.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse significant connections across texts, supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse significant connections across texts convincingly, supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse significant connections across texts perceptively, supported by evidence.</li> </ul>

### Explanatory Notes

1 This standard is derived from the Level 7 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 at <http://seniorsecondary.tki.org.nz>.

2 *Analyse significant connections across texts* involves recognising and interpreting connections across texts.

*Analyse significant connections convincingly across texts* involves developing reasoned and clear interpretations of connections across texts.

*Analyse significant connections perceptively across texts* involves developing insightful and/or original interpretations of connections across texts.

- 3 *Significant connections* are connections of importance and consequence and may relate to:
- purposes and audiences
  - ideas
  - language features
  - structures.
- 4 *Supported by evidence* refers to the use of specific and relevant details from the text to support analysis.
- 5 At least four texts (written, oral and/or visual; short and/or extended) must be included. The texts selected for study may be any combination of written, visual and/or oral. At least one text must be student selected.
- 6 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### Replacement Information

This achievement standard replaced unit standard 8823.

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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

0233