

Achievement Standard

Subject Reference English 3.1

Title Respond critically to specified aspect(s) of studied written text(s), supported by evidence

Level 3 **Credits** 4 **Assessment** External

Subfield English

Domain English Written Language

Status Registered **Status date** 4 December 2012

Planned review date 31 December 2019 **Date version published** 4 December 2012

This achievement standard involves responding critically to specified aspect(s) of studied written text(s), supported by evidence.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Respond critically to specified aspect(s) of studied written text(s), supported by evidence. 	<ul style="list-style-type: none"> Respond critically and convincingly to specified aspect(s) of studied written text(s), supported by evidence. 	<ul style="list-style-type: none"> Respond critically and perceptively to specified aspect(s) of studied written text(s), supported by evidence.

Explanatory Notes

- This standard is derived from the Level 8 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 also related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>. Text(s) chosen for study should be at Curriculum Level 8 and/or have characteristics that enable students to show the expected level of understanding.
- Respond critically* involves developing the focus and scope of an argument when discussing specified aspect(s) of the text(s), and integrating a range of relevant points. The argument is communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.

Respond critically and convincingly involves making a discerning and informed argument relating to the specified aspect(s) of the text(s).

Respond critically and perceptively involves making a sophisticated and insightful and/or original argument relating to the specified aspect(s) of the text(s).

- 3 Specified aspect(s) of written text(s) are selected from:
 - purposes and audiences
 - ideas (eg character, theme, setting)
 - language features (eg figurative language, syntax, style, symbolism, diction, vocabulary, sound devices)
 - structures (eg narrative sequence, beginnings and endings).
 - 4 *Studied* refers to a considered exploration of the specified aspects of text(s).
 - 5 *Written text(s)* may include part or whole texts from New Zealand and world texts. Reference may be made to one or more texts within the chosen text types or a combination of those listed below (inter textual studies):
 - novel
 - non-fiction
 - Non-Shakespearean drama script
 - Shakespearean drama script
 - short story
 - poetry
 - song lyric
 - print media
 - digital
 - online.
 - 6 *Supported by evidence* refers to the use of specific and relevant details to support an argument. This may include examples, quotations, and/or references to the studied text(s) and/or other sources.
 - 7 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/subjects/>.
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Replacement Information

This achievement standard replaced AS90721 and AS90722.

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