

Achievement Standard

Subject Reference	English 3.9		
Title	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence		
Level	3	Credits	3
		Assessment	Internal
Subfield	English		
Domain	English Visual 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 significant aspects of visual and/or oral text(s) through close reading, supported by evidence.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence. 	<ul style="list-style-type: none"> Respond critically and convincingly to significant aspects of visual and/or oral text(s) through close reading, supported by evidence. 	<ul style="list-style-type: none"> Respond critically and perceptively to significant aspects of visual and/or oral text(s) through close reading, supported by evidence.

Explanatory Notes

Version 1 of this achievement standard was republished to correct an error in the date of publication of the *Teaching and Learning Guide for English* in explanatory note 1.

1 This standard is derived from the Level 8 Making Meaning [listening, viewing] and the Creating Meaning strand [speaking, writing, presenting] 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>. Texts chosen are at Curriculum Level 8 and/or have characteristics that enable students to meet the expected level of response.

2 *Respond critically* involves making evaluative interpretations and judgements.

Respond critically and convincingly involves making discerning and informed interpretations and judgements.

Respond critically and perceptively involves making sophisticated, insightful, and/or original interpretations and judgements.

- 3 *Close reading* involves a detailed exploration and consideration of significant aspects of texts.
- 4 *Text(s)* for close reading will not have been previously studied and may be complete text(s) or extract(s). Reference may be made to one or more texts within the chosen text types or a combination of those listed below (inter textual studies):
- film
 - television programme
 - drama production
 - multi-media
 - graphic novel
 - radio programme
 - digital
 - online
 - oral performance
- 5 *Aspects of visual and/or oral text(s)* may include:
- audiences and purposes
 - ideas (eg themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings within the text)
 - language features of visual or oral texts (eg cinematography, mise-en-scène, editing, production design, sound, performance, rhetorical devices)
 - structures (eg narrative sequence, beginnings and endings).
- 6 *Significant* refers to how aspects and interpretations of the text create meaning.
- 7 *Supported by evidence* refers to the use of specific and relevant detail to support interpretation and judgement. This may include quotations from and/or references to the text(s).
- 8 *Close reading* responses may be presented in appropriate oral, written, and/or visual, forms, or a combination of these.
- 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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Replacement Information

This achievement standard replaced unit standard 12429, unit standard 12430, unit standard 12431, and unit standard 12432.

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