

## Achievement Standard

**Subject Reference** English 1.3

**Title** Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence

**Level** 1      **Credits** 4      **Assessment** External

**Subfield** English

**Domain** English Written Language

**Status** Registered      **Status date** 17 December 2010

**Planned review date** 31 December 2019      **Date version published** 20 November 2014

This achievement standard involves showing understanding of purposes and audiences, ideas, language features, and/or structures based on the close reading of significant aspects of unfamiliar short written text(s) and extracts from longer text(s).

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Show perceptive understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Level 6 Making Meaning [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.
- Close reading* involves a detailed exploration and consideration of significant aspects of text(s).

- 3 *Significant aspects* are selected from:
    - purposes and audiences
    - ideas (eg character, theme, setting)
    - language features (eg figurative language, style, syntax, symbolism, vocabulary)
    - structures (eg part text, whole text, narrative)
    - text conventions (spelling, punctuation, grammar).
  - 4 *Show understanding* involves making statements about significant aspects of written text(s) and explaining these statements in terms of the meanings and effect(s) created.
  - 5 *Show convincing understanding* involves explaining how significant aspects of written text(s) work together to create meaning.
  - 6 *Show perceptive understanding* involves explaining how significant aspects of written text(s) communicate ideas about the text in relation to the writer's purpose as well as wider contexts, such as human experience, society and the wider world.
  - 7 *Supporting evidence* refers to the use of specific and relevant details from the text(s) to support ideas.
  - 8 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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### 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