

Achievement Standard

Subject Reference English 1.8

Title Explain significant connection(s) across texts, using supporting evidence

Level 1 **Credits** 4 **Assessment** Internal

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 explaining significant connection(s) across texts, using supporting evidence.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Explain significant connection(s) across texts, using supporting evidence. 	<ul style="list-style-type: none"> Convincingly explain significant connection(s) across texts, using supporting evidence. 	<ul style="list-style-type: none"> Perceptively explain significant connection(s) across texts, using supporting evidence.

Explanatory Notes

- This achievement standard is derived from the Level 6 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. Texts chosen should be at Curriculum Level 6 and/or have characteristics that enable students to meet the expected level of explanation.
- The texts selected for study may be any combination of written, visual and/or oral. At least four texts (written, oral and/or visual; short and/or extended) must be included. At least one text must be student-selected.

- 3 *Connection(s)* may include links, commonalities and/or relationships between:
- knowledge, experience and ideas
 - purposes and audiences
 - language features
 - structures.
- 4 *Explain* involves expressing ideas about the connection(s) between texts.
- 5 *Convincingly explain* involves making clear points that develop understandings about the connection(s) being addressed. Some unevenness in the response may be acceptable.
- 6 *Perceptively explain* involves making clear points that develop understandings that show some insight or originality in thought or interpretation about the connection(s) being addressed. Some unevenness in the response may be acceptable.
- 7 *Supporting evidence* refers to the use of specific and relevant details from each text(s) to support ideas.
- 8 *Explanations* about connection(s) may be presented in appropriate oral, written and/or visual forms.
- 9 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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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