

## Achievement Standard

**Subject Reference** English 3.8

**Title** Develop an informed understanding of literature and/or language using critical texts

**Level** 3      **Credits** 4      **Assessment** Internal

**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 developing an informed understanding of literature and/or language using critical texts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Develop an informed understanding of literature and/or language using critical texts.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an informed and convincing understanding of literature and/or language using critical texts.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an informed and perceptive understanding of literature and/or language using critical texts.</li> </ul>

### Explanatory Notes

- This standard is derived from the Level 8 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 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 should be at Curriculum Level 8 and/or have characteristics that enable students to meet the expected level of informed understanding.
- Develop an informed understanding* involves developing a coherent reading, critique, and interpretation which includes judgements, commentary, and details and/or examples.

*Develop an informed and convincing understanding* involves demonstrating understandings that are discerning.

*Develop an informed and perceptive understanding* involves demonstrating understandings that are sophisticated and insightful and/or original.

- 3 *Literature and/or language* include written, oral, and visual texts.
  - 4 *Critical texts* may include linguistic or literary theory, criticism, and/or analysis. They may be written, oral, and/or visual texts. Texts are student selected.
  - 5 *Using critical texts* is a process that involves:
    - developing a hypothesis or theory to frame an investigation
    - selecting critical texts
    - selecting information and evaluating its reliability and usefulness in relation to the investigation
    - synthesising information from primary source(s) and critical texts (eg using readings from different critics to interpret Othello's motivation; using feminist theory to interpret advertising language).
  - 6 Understandings can be presented in appropriate oral, written, and/or visual forms, or a combination of these.
  - 7 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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### 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