

Achievement Standard

Subject Reference English 3.3

Title Respond critically to significant aspects of unfamiliar written texts through close reading, 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 2020 **Date version published** 4 December 2012

This achievement standard involves responding critically to significant aspects of unfamiliar written texts 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 unfamiliar written texts through close reading, supported by evidence. 	<ul style="list-style-type: none"> Respond critically and convincingly to significant aspects of unfamiliar written texts through close reading, supported by evidence. 	<ul style="list-style-type: none"> Respond critically and perceptively to significant aspects of unfamiliar written texts through close reading, supported by evidence.

Explanatory Notes

1 This standard is derived from the Level 8 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 also related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.

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 and insightful and/or original interpretations and judgements.

3 *Close reading* involves a detailed exploration and consideration of significant aspects of texts.

- 4 *Aspects* of written texts include:
- audiences and purposes
 - ideas (eg themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings within the text)
 - language features (eg figurative language, syntax, style, symbolism, diction, vocabulary, sound devices)
 - structures (eg narrative sequence, beginnings and endings).
- 5 *Significant* refers to how aspects and interpretations of the text create meaning.
- 6 *Supported by evidence* refers to the use of specific and relevant details to support interpretation and judgement. This may include quotations from and/or references to the texts.
- 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 unit standard 12428 and AS90724.

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