

## Achievement Standard

<b>Subject Reference</b>	English 3.7		
<b>Title</b>	Respond critically to significant connections across texts, supported by evidence		
<b>Level</b>	3	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	English		
<b>Domain</b>	English Written Language		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	4 December 2012

This achievement standard involves responding critically to significant connections across texts, supported by evidence.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Respond critically to significant connections across texts, supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Respond critically and convincingly to significant connections across texts, supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Respond critically and perceptively to significant connections across texts, supported by evidence.</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 critical response.
- 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.
- Significant* refers to how aspects and interpretations of the text create meaning.

- 4 *Connections* relate to how all texts are linked in relation to a selection from:
    - purposes and audiences
    - ideas, knowledge, and experience
    - language features
    - structures.
  - 5 *Supported by evidence* refers to the use of specific and relevant details to support an argument. This may include quotations and/or references to the studied texts and/or other sources.
  - 6 At least four texts must be included, at least one of which must be student selected. The texts selected for study may be written, visual and/or oral, short and/or extended or any combination of these.
  - 7 Critical responses may be presented in appropriate oral, written, and/or visual forms, or a combination of these.
  - 8 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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### Replacement Information

This achievement standard replaced unit standard 8834.

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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