

## Achievement Standard

**Subject Reference** English 1.4

**Title** Demonstrate understanding of significant aspects of unfamiliar texts

**Level** 1      **Credits** 5      **Assessment** External

**Subfield** English

**Domain** English Written Language

**Status** Approved      **Status date** December 2023

**Planned review date** December 2028      **Date version published** December 2023

### Purpose Statement

Students are able to demonstrate understanding of significant aspects of unfamiliar texts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of significant aspects of unfamiliar texts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate convincing understanding of significant aspects of unfamiliar texts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate perceptive understanding of significant aspects of unfamiliar texts</li> </ul>

### Explanatory Notes

- 1 *Demonstrate understanding of significant aspects of unfamiliar texts* involves:
- describing how meanings and effects are created in significant aspects of texts, using supporting evidence.

*Demonstrate convincing understanding of significant aspects of unfamiliar texts* involves:

- explaining how significant aspects of texts work together to create meaning and effects, using supporting evidence.

*Demonstrate perceptive understanding of significant aspects of unfamiliar texts* involves:

- discussing the relationship between significant aspects of texts, and writer's purpose or wider context, using supporting evidence.

- 2 *Significant aspects* are selected from:
    - purposes and audiences
    - ideas (such as character, theme, setting)
    - language features (such as figurative language, style, syntax, symbolism, vocabulary)
    - structures (such as part text, whole text, narrative)
    - text conventions (such as spelling, punctuation, grammar).
  - 3 One of the unfamiliar texts will be a text by a Māori author.
  - 4 *Supporting evidence* refers to examples of specific and relevant details from the text(s) used to support ideas.
  - 5 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
  - 6 This achievement standard is derived from the English Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.
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### Replacement Information

This achievement standard and AS91924-AS91926 replaced AS90052, AS90053, and AS90849-AS90857.

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### Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233

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