Field   Humanities

Review of *English* Level 1 achievement and unit standards

Unit standards

Subfield	Domain	ID
English	English Oral Language	8809, 8815-8817, 12413, 12414
	English Visual Language	8810, 12415-12418
	English Written Language	8808, 8811-8814, 12411, 12412

Achievement standards

Domain	ID	Subject reference
English Oral Language	90058	1.7
English Visual Language	90059	1.8
English Written Language	90052-90057, 90060	1.1-1.6, 1.9

The Ministry of Education and NZQA National Qualifications Services (NQS) have reviewed the achievement and unit standards listed above.

New Registration date   December 2010

Date new versions published   December 2010

Planned review date   December 2014

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review Guidelines. A copy of the NZC is available at: http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2009, with the results analysed by Research New Zealand. The responses were generally positive.

The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Levels 2 and 3 will be implemented in 2012 and 2013 respectively.

Main changes resulting from the review

- All NZC level 6 (NZQF Level 1) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See table below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See table below.

For a detailed description of the review of, and the changes to, the *English* standards see the appendix at the end of this report.

Impact on existing accreditations

Current Accreditation for			Accreditation extended to		
Nature of accreditation	Classification or ID	Level	Nature of accreditation	ID	Level
Domain	English Oral Language	1	Standards	90854, 90856	1
Domain	English Visual Language	1	Standard	90854	1
Domain	English Written Language	1	Standard	90856	1
Standards	8811 90060	1	Standard	90853	1
Standards	12416 90056	1	Standard	90856	1
Standards	8808 8810 8814	1	Standard	90854	1

Impact on Accreditation and Moderation Action Plan (AMAP)

All new and review category B achievement standards have been registered on AMAP 0233.

Impact on existing qualifications

Qualifications that contain the reviewed standards or classifications are tabled below.

Affected	The qualification lists a reviewed classification (domain or subfield) in an elective set
	The qualification lists a standard that has changes to level or credits
	The qualification lists a C or D category standard
Not materially affected	The qualification lists a standard that has a new title
	The qualification lists a standard that has a new classification

The following NQS qualification is affected by the outcome of this review and will be updated following its review which is currently underway.

Qualification title	Standards in the qualification
National Certificate in Employment Skills [Ref: 0231]	8808, 8811, 8812, 8816, 8817, 90056, 90057, 90058, 90060

The following table identifies qualifications developed by other SSBs that are affected by the outcome of this review. The SSBs have been advised that the qualifications require revision.

Qualification title	Standards in the qualification	SSB Name
National Certificate in Building, Construction, and Allied Trades Skills (Level 1) [Ref: 1367]	8808, 8811	Building and Construction Industry Training Organisation
National Certificate in Equine (Introductory Stable Skills) (Level 2) [Ref: 0215]	8811, 8817, 90058, 90060	NZ Equine Industry Training Organisation
National Certificate in Cablemaking (Level 2) with strands in Wiredrawing, Conductor Assembly, Extrusion, Cable Assembly, and Cable Testing [Ref: 0566]	8817	Plastics and Materials Processing Industry Training Organisation Incorporated
National Certificate in Pharmaceutical and Allied Products Manufacturing (Level 1) [Ref: 1233]	8817	
National Certificate in Plastics Processing Technology (Production) (Level 1) with strands in General, Injection Moulding, Extrusion, Blow Moulding, Thermoforming, Blown Film Extrusion, Film Conversion, Injection Stretch-Blow Moulding, Rotational Moulding [Ref: 1361]	8817	

Impact of changes on NCEA Exclusions List

For transition purposes, the following exclusions will apply for new achievement standards.

New achievement standard	Excluded against each of these standards
90853	90060, 8811
90854	8808, 8809, 8810, 8814
90855	90059, 12417
90856	12413, 12414, 12415, 12416
90857	90058, 8816

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title [Externally Assessed].

Key to review category
A Dates changed, but no other changes are made - the new version of the standard carries the same Id and a new version number
B Changes made, but the overall outcome remains the same - the new version of the standard carries the same Id and a new version number
C Major changes that necessitate the registration of a replacement achievement standard with a new Id
D Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as category C or D expire at the end of	December 2010

Internally assessed achievement standards categorised as category C or D expire at the end of	December 2011

Unit standards categorised as category C or D expire at the end of	December 2012

The last date for assessment of superseded versions of internally assessed achievement standards categorised as category B is end of	December 2011

Humanities > English > English Oral Language

ID	Ref	Title	Level	Credit	Review Category
8815		Perform interpretations of poetic text	1	3	D
8816		Deliver transactional oral text	1	3	C
90058		Deliver an oral presentation in a formal situation	1	3	C
90857	**1.6**	**Construct and deliver an oral text**	**1**	**3**	
8817		Listen attentively during and interact in discussion	1	2	D

Humanities > English > English Visual Language

ID	Ref	Title	Level	Credit	Review Category
12417		Present a static image using verbal and visual features	1	2	C
90059		Produce a media or dramatic presentation	1	3	C
90855	**1.7**	**Create a visual text**	**1**	**3**	
12418		Present a moving image using verbal and visual features	1	2	D
90850	**1.2**	**Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence [Externally assessed]**	**1**	**4**	**New**

Humanities > English > English Written Language

ID	Ref	Title	Level	Credit	Review Category
8811		Collect information using a range of oral, written, and visual sources and methods	1	3	C
90060		Research, organise and present information	1	3	C
90853	**1.9**	**Use information literacy skills to form conclusion(s)**	**1**	**4**	
8812		Produce transactional written text in simple forms	1	4	D
8813		Produce poetic written text in simple forms	1	4	D
12411		Explore language and think critically about transactional written text	1	3	D
12412		Explore language and think critically about poetic written text	1	3	D
90052	**1.4**	Produce creative writing	1	3	B
90053	**1.5**	Produce formal writing	1	3	B
90054		Read, study and show understanding of extended written text(s)	1	2	D
90055		Read, study and show understanding of short written texts	1	2	D
90057		Read and show understanding of unfamiliar texts	1	3	D
90849	**1.1**	**Show understanding of specified aspect(s) of studied written text(s), using supporting evidence [Externally assessed]**	**1**	**4**	**New**
90851	**1.3**	**Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence [Externally assessed]**	**1**	**4**	**New**
90852	**1.8**	**Explain significant connection(s) across texts, using supporting evidence**	**1**	**4**	**New**

Subfield > English

ID		Domain	Title	Level	Credit	Review Category
8808		English Written Language	Read an inclusive range of written texts and record the reading experience	1	3	C
8809		English Oral Language	Read an inclusive range of oral texts and record the reading experience	1	2	C
8810		English Visual Language	Read an inclusive range of visual texts and record the reading experience	1	2	C
8814		English Written Language	Write regular responses to texts and reflections on personal learning	1	2	C
90854	**1.10**	**English Written Language**	**Form personal responses to independently read texts, supported by evidence**	**1**	**4**	
12413		English Oral Language	Explore language and think critically about transactional oral text	1	3	C
12414		English Oral Language	Explore language and think critically about poetic oral text	1	3	C
12415		English Visual Language English Visual Language	Explore language and think critically about moving images	1	3	C
12416		English Written Language	Explore language and think critically about static images	1	3	C
90056		English Written Language	View/listen to, study and show understanding of visual or oral text(s)	1	2	C
90856	**1.11**	**English Visual Language**	**Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence**	**1**	**3**	

Appendix

Process of Aligning Standards with the New Zealand Curriculum

As described in the English Statement [p18, NZC], making meaning and creating meaning are structured around the identification of the text's audiences and purposes, the ideas communicated, and the language features and structure of the text. These strands and their related achievement objectives work together. They cannot be atomised or meaningfully read or produced in isolation. While it is possible to link specific achievement objectives to particular standards in some curriculum areas because the achievement objectives reflect particular topics or discrete skills, this is not the case in English. The achievement objectives are interlinked and are not independent of each other. It is not possible to have a 'language features' standard or a 'structures' standard, nor is it possible to isolate particular achievement objectives and link them to particular standards to the exclusion of other standards.

External and Internal Assessment

Decisions on which standards should be externally assessed were guided by the Principles for Standards Review. There is a maximum of three externally assessed standards per level, as research shows this is the maximum number of standards for which evidence can be gathered in a three hour examination. Existing externally assessed standards in Levels 2 and 3 were examined to determine if they were still most suitably assessed externally. Close reading of oral and visual texts were included in external, rather than internal assessments, to improve assessment validity.

What Has Changed?

The format and criteria of many standards have changed. When this review is completed, there will be sufficient achievement standards at each level to offer a choice of assessment possibilities for a range of learning programmes for NZC Levels 6 to 8.

Externally Assessed Standards

Genre Studies: Studied Written/Oral/Visual Texts

AS 90849 1.1	**Draft** 2.1	**Draft** 3.1
Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	Analyse specified aspect(s) of studied written text(s), with supporting evidence	Respond critically to specified aspect(s) of studied written text(s), with supporting evidence
4 credits　　　External	4 credits　　　External	4 credits　　　External
AS 90850 1.2	**Draft** 2.2	**Draft** 3.2
Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	Analyse specified aspect(s) of studied visual or oral text(s), with supporting evidence	Respond critically to specified aspect(s) of studied visual or oral text(s), with supporting evidence
4 credits　　　External	4 credits　　　External	4 credits　　　External

The purpose of these standards is to assess in-depth understandings of aspects of previously-studied texts in specified genres. Understandings are expressed in a text response essay structure as a series of linked and supported points, usually about a single major text aspect (such as theme or characterisation).

Earlier versions of these standards were not divided by written and visual/oral modes, but instead based on world texts and New Zealand texts classifications. In response to strong feedback from the first review consultation round, written and visual/oral text divisions were then included, which is in keeping with current achievement standards assessment foci. To recognise how "literature contributes to students' developing sense of identity and their awareness of New Zealand's bicultural heritage" [p18, English Statement, NZC], teachers are encouraged to include both world and New Zealand texts when preparing students for assessment.

Students write in response to a selected question on one or more texts with questions set by genre. If a short text form is selected, there is no requirement that students need to write on more than one text. Students produce a single coherent piece of writing expressing their understandings about a major text aspect, such as purposes and audiences, ideas, language features, and structures, and include supporting evidence. Written text types prepared for AS 1.1/2.1/3.1 could include novel, non-fiction, drama script, short story, poetry, digital online text, and print media.

Visual/oral text types prepared for AS 1.2/2.2/3.2 could include a film, TV programme, song lyric, drama production, radio programme, multimedia text or graphic novel.

Close Reading Written Texts

AS90851 1.3	Draft 2.3	Draft 3.3
Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	Analyse significant aspects of unfamiliar written texts through close reading, using supporting evidence	Respond critically to unfamiliar written texts through close reading, using supporting evidence
4 credits External	4 credits External	4 credits External

The purpose of these standards is to assess understandings of significant ideas and text conventions of previously unseen and therefore unprepared written texts extracts and/or short written texts. It includes examining and commenting on specified aspects such as purposes and audiences, ideas, language features, and structures in terms of the meanings and effects created.

At Levels 1-3, a minimum of three texts could be included with evidence gathered from at least two texts. For each text, questions will focus on two particular aspects: a significant idea within the text and a significant text convention such as a notable or major language feature. Each idea or text convention discussed should be supported by reference to at least one specific and relevant detail. Texts selected for close reading could be complete written texts or extracts from larger texts. Text types could include fiction, non-fiction, poetry or print media. To gain Merit or Excellence, readings must be increasingly informed and insightful.

Internally Assessed Standards

Writing

AS90052 1.4	Draft 2.4	Draft 3.4
Produce creative writing	Produce a selection of crafted writing	Produce a selection of crafted and coherent writing
3 Credits Internal		
AS90053 1.5		
Produce formal writing		
3 Credits Internal	6 Credits Internal	6 Credits Internal

The purpose of these standards is to assess writing presented in appropriate text types. Writing presented for assessment should be drafted and reworked as part of the writing process.

Careful consideration was given, at all three levels, to including a single writing standard where two pieces were presented. However at Level 1, AS 1.4 and AS 1.5 have been kept separate as formal and creative writing standards to improve student access to qualifications. At Levels 2 and 3, it is intended that students present two pieces for assessment to encourage the flexible selection of writing genre to suit students and programmes and to align closely with the English Achievement Objectives. It is not intended that genre will be specified in the Level 2 and 3 standards to recognise that the creative and formal distinctions are often arbitrary divisions.

Students should have the opportunity to draft, develop, and craft a number of pieces. Writing should not be treated as one or two short assessment events. Programme design should ensure that a student's best writing is developed then recognised for assessment. Spreading the writing programme over an extended period is essential.

At Levels 2 and 3, it is intended that students are given opportunities to pursue their individual writing interests. Writing activities can be integrated with work towards other standards within the English programme, such as written reports developed to present connections across texts [AS 1.8/2.7/3.7].

The four achievement criteria currently used in writing achievement and unit standards [assessing ideas, structure, style, and the use of writing conventions] have been conflated to two criteria: [Develop and structure ideas; Use language features] in order to make assessment more straightforward. This conflation more closely aligns the second criterion with the 'language features' sub-strand in the English Achievement Objectives. Language features include stylistic features, vocabulary selection and syntax, as well as the use of written text conventions (including spelling, punctuation, grammar, and paragraphing) appropriate to audience and purpose for a selected text type. The separate ideas and structure criteria for writing achievement and unit standards also suit conflation to a single criterion. Ideas, together with their structuring and development, should clearly be treated as integrated concepts both in how they are taught and how they are assessed.

Speaking

AS90857 1.6	Draft 2.5	Draft 3.5
Construct and deliver an oral text	Construct and deliver a crafted and controlled oral text	Construct and deliver a crafted and coherent oral text
3 credits Internal	3 credits Internal	3 credits Internal

The purpose of these standards is to assess oral presentations which are primarily spoken and can include appropriate presentation techniques and supporting materials.

Identical generic criteria [Develop and structure ideas; Use language features] are used for all written, oral, and visual text production standards. This aligns the criteria with the English Achievement Objectives where written, oral and visual language are not dealt with as separate strands as they were in the 1994 curriculum document. The Explanatory Notes in the standard detail mode-specific information. For the oral presentation standard, language features include the use of body language (including stance, gesture, facial expression), voice (including tone, volume, pace, stress), props, costume, and demonstration materials or items. The rationale for using two criteria can be found under the 'writing' commentary on page 9 of this review report.

Presenting

AS90855 1.7	Draft 2.6	Draft 3.6
Create a visual text	Create a crafted and controlled visual text	Create a crafted and coherent visual and verbal text
3 credits Internal	3 credits Internal	3 credits Internal

The purpose of these standards is to assess texts produced primarily in the visual mode and must include at least one other mode (written and/or oral).

Identical generic criteria are used for all written, oral, and visual text production standards. The Explanatory Notes in these standards detail mode-specific information. For these standards, language features include the use of techniques appropriate to the visual text (eg a digital essay with strong visual aspects that combines voice, image and written text for effect). The rationale for using two criteria can be found under the 'writing' commentary on page 9 of this review report.

Making Connections Across Texts

AS90852 1.8	Draft 2.7	Draft 3.7
Explain significant connection(s) across texts, using supporting evidence	Analyse significant connections across texts, with supporting evidence	Respond critically to significant connection(s) across a range of texts
4 credits Internal	4 credits Internal	4 credits Internal

The purpose of these standards is to assess the recognition and consideration of links between texts in terms of themes, knowledge, experience and ideas; purposes and audiences; language features; and structures.

These standards recognise that making connections across texts is a dominant aspect within several English Achievement Objectives and a significant component within senior English programmes. While these standards are likely to be used by many teachers to explore thematic connections, as currently assessed by the popular Level 2 and 3 theme study unit standards, a range of other aspects could also be examined including connections between purposes and audiences, language features, or structures used across texts. Examining connections could encompass recognising and considering links between texts and the students themselves, including their personal contexts and prior knowledge; as well as links between texts and the world, such as connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts.

Outcomes assessed contribute to the development of key competencies in thinking deeply and critically about texts. Students should be encouraged to develop their independent judgement and to consider how texts can position a reader. Time should be spent considering the links between texts studied in class and texts students have selected and read independently. There are also new opportunities to make connections across texts through the inclusion of this standard (1.8) at Level 1.

Connections can be presented in any combination of appropriate written, visual and/or oral modes to encourage integration with assessment for other standards.

At all three levels, it is intended that four texts are set as a sufficient range for assessment purposes. It is important that written, visual and/or oral texts selected should be appropriate to the curriculum level assessed and have characteristics that enable students to meet the expected level of discussion when exploring and commenting on connections. However, a text below the appropriate curriculum level could sometimes be included in order to develop a broad and interesting range of texts relevant to the focus of the study.

Information Literacy

AS90853 1.9	Draft 2.8	Draft 3.8
Use information literacy skills to form conclusion(s)	Use information literacy skills to form developed conclusion(s)	Use critical text(s) to develop an informed understanding(s) of literature and/or language.
4 credits Internal	4 credits Internal	4 credits Internal

The purpose of these standards is to assess the use of a range of appropriate information literacy skills to gather and process information and then create and express relevant conclusions.

These standards assess information literacy skills centred within the major 'processes and strategies' sub-strand that underpins the other four sub-strands within the English Achievement Objectives. Key indicators on which assessment criteria are based include integrating sources of information and prior knowledge; selecting and using appropriate processing strategies; and evaluating the reliability and usefulness of information as steps to developing and communicating new understandings.

Topics selected should be broad in nature, undertaken within the context of the English curriculum and justifiable in terms of their value and relevance. Topics should be chosen

individually to encourage independent inquiry and to build engagement so students take ownership of the inquiry process.

The achievement criteria focus on key stages of the process of demonstrating information literacy skills and presenting understandings. Students formulate areas for inquiry into authentic and relevant contexts based on gaps in their own knowledge. In the process of locating information, they show an awareness of a range of available sources and are then able to use these sources. As they select information, students know how to evaluate sources, to identify main ideas, to select relevant information and to record it effectively. They can then use this information gathered to create conclusions based on relevant information collected. Conclusions could show various viewpoints, perspectives, or ideas and reflect students' own thinking about the area for inquiry. Conclusions can be presented in any combination of appropriate written, visual and/or oral modes to encourage integration with assessment for other standards such as writing, oral presentation, and visual text standards.

Personal Reading

AS90854 1.10	Draft 2.9
Form personal responses to independently read texts, supported by evidence	Form developed personal responses to independently read texts supported by evidence
4 credits Internal	4 credits Internal

Presenting personal responses means demonstrating personal understandings of, engagement with, and/or viewpoints on texts. It can also include responding to links between the text and self, such as personal contexts and prior knowledge; as well as connections between the text and the world, such as connections with knowledge, experience, and ideas from social, cultural, literary, political or historical contexts. At Merit or Excellence, personal responses become increasingly convincing, perceptive and insightful.

The purpose of these standards is to assess personal responses to self-selected texts read independently by students.

At Level 1, it is not possible to keep the outcomes assessed in unit standards 8808, 8809, 8810, and 8814 separate as oral, written and visual texts presented in earlier iterations of the matrix, as eight credits would have been available just for personal reading. Within the single independent reading standard, visual, oral, and written texts can be included. The option of including visual and oral texts has been added to the Level 2 independent reading programme. The responses to independent reading must be written and/or oral.

At both levels, six texts are set as a sufficient number for students to be deemed as reading 'widely' for assessment purposes. The texts selected must include at least four written texts, (two of these must be extended texts); the remaining two texts can be written and/or visual and/or oral texts.

It is important that written, visual or oral texts selected should be appropriate to the curriculum level assessed. Presenting personal response(s) to reading means demonstrating personal understandings, viewpoints, or engagement with a text. To gain Merit or Excellence, responses are increasingly convincing and perceptive.

Close Reading Visual/Oral Texts

AS90856 1.11	**Draft** 2.10	**Draft** 3.9
Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Analyse significant aspects of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Respond critically to significant aspects of visual and/or oral text(s) through close viewing and/or listening
3 credits Internal	3 credits Internal	3 credits Internal

The purpose of these standards is to assess understandings of significant ideas and text conventions of visual and/or oral texts extracts and/or complete texts. It includes deconstructing and commenting on specified aspects such as purposes and audiences, ideas, language features, and structures in terms of meanings and effects created.

Close reading involves a detailed examination of significant aspects of texts in terms of the meanings suggested, interpretations made and effects created. Close readings can be made in any combination of appropriate written, visual and/or oral modes to encourage integration with assessment for other standards.

The number of components included for close reading is significantly lower than required in close reading unit standards where, for example at Level 3, seven or more examples and related close readings of ideas, language features and structures are required across two or three texts. This makes a total of up to 24 separate components needed to successfully complete a single close reading unit standard (eg unit standard 12427). Close reading unit standard requirements (such as the separate requirement to examine an idea and then its significance; or to examine up to five language features) could result in a fragmentary process where texts were examined at a micro level with little consideration for meaning or effects at work within a whole text.

At Levels 1-3, the expectation is that students will closely read one or more visual and/or oral texts and respond to at least four significant text aspects to some depth. Two particular aspects are the focus for close reading: a significant idea within the text and a significant text convention such as a notable or major language feature. Each idea or text convention discussed should be supported by reference to at least one specific and relevant detail. Text(s) selected for close reading could be complete visual and/or oral texts, or extracts from larger texts. To gain Merit or Excellence, responses should be increasingly informed and insightful.