

**Field      Humanities****Review of *English* Level 2 achievement and unit standards****Unit standards**

<b>Subfield</b>	<b>Domain</b>	<b>ID</b>
English	English Oral Language	8824, 8827-8829, 12421, 12422
	English Written Language	8823, 8825, 8826, 12419, 12420, 12905
	English Visual Language	12423-12426

**Achievement standards**

<b>Domain</b>	<b>ID</b>	<b>Subject reference</b>
English Oral Language	90374	English 2.7
English Written Language	90375	English 2.1
	90376	English 2.2
	90377	English 2.3
	90378	English 2.4
	90379	English 2.5
	90380	English 2.6
	90381	English 2.8

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

<b>New Registration date</b>	<b>November 2011</b>
<b>Date new versions published</b>	<b>November 2011</b>
<b>Planned review date for achievement standards</b>	<b>December 2014</b>
<b>Planned review date for unit standard</b>	<b>December 2016</b>

**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 2010, with the results analysed by Research New Zealand. The responses were generally positive.

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

### Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) 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.
- Unit standard 8824 was retained due to tertiary usage. All references to curriculum have been removed and an extra explanatory note and evidence requirement added relating to the ethics of research. This unit standard was also reclassified.

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 organisations with consent to assess

Current consent for			Consent extended to		
Nature of consent	Classification or ID	Level	Nature of consent	Classification or ID	Level
Field	Humanities	2+	Standards	8824	2
Subfield	English	2+	Standards	8824	2
Domain	English Oral Language	2+	Standard	8824	2
Standard	8823	2	Standard	91104	2
Standard	12905	2	Standard	91106	2

### Impact on Consent and Moderation Requirements (CMR)

(Formerly known as AMAP)

All new achievement standards have been registered on CMR 0233 and the review category B unit standard has been registered on CMR 0023.

### 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
91098	90377, 90378
91099	90379
91100	90380
91101	8825, 8826, 90375, 90376

New Achievement standard	Excluded against each of these standards
91102	90374
91103	12425, 12426
91104	8823
91106	12905
91107	12421, 12422, 12423, 12424

### 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	
<b>A</b>	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</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
<b>C</b>	Major changes that necessitate the registration of a replacement achievement standard with a new ID
<b>D</b>	Achievement standard will expire and not be replaced

<b>Externally assessed achievement standards categorised as category C expire at the end of</b>	<b>December 2011</b>
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<b>Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of</b>	<b>December 2012</b>
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<b>The last date for assessment of superseded versions of the unit standard categorised as category B is end of</b>	<b>December 2012</b>
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Humanities > English  
Subject Reference English

ID	Ref	Domain	Title	Level	Credit	Review Category
12421		English Oral Language	Read transactional oral text closely	2	3	C
12422		English Oral Language	Read poetic oral text closely	2	3	C
12423		English Visual Language	Read static images closely	2	3	C
12424		English Visual Language	Read moving images closely	2	3	C
<b>91107</b>	<b>2.10</b>	<b>English Visual Language</b>	<b>Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence</b>	<b>2</b>	<b>3</b>	

ID	Ref	Domain	Title	Level	Credit	Review Category
90379	2.5	English Written Language	Analyse a visual or oral text	2	3	C
<b>91099</b>	<b>2.2</b>	<b>English Oral Language</b>	<b>Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence [Externally Assessed]</b>	<b>2</b>	<b>4</b>	

Humanities > English > English Oral Language  
Subject Reference English

ID	Ref	Title	Level	Credit	Review Category
8827		Perform interpretations of poetic texts and evaluate performance	2	4	D
8828		Deliver transactional oral texts and evaluate their delivery	2	4	D
8829		Promote discussion of ideas and develop the content of discussion	2	2	D
90374	2.7	Deliver a presentation using oral and visual language techniques	2	3	C
<b>91102</b>	<b>2.5</b>	<b>Construct and deliver a crafted and controlled oral text</b>	<b>2</b>	<b>3</b>	

Humanities > English > English Oral Language  
**Core Skills > Core Generic > Work and Study Skills**

ID	Title	Level	Credit	Review Category
8824	Research a topic using oral, visual and written sources, and evaluate the research process	2	3	B

Humanities > English > English Written Language  
Subject Reference English

ID	Ref	Title	Level	Credit	Review Category
8823		Investigate a theme across an inclusive range of selected texts	2	4	C
<b>91104</b>	<b>2.7</b>	<b>Analyse significant connections across texts, supported by evidence</b>	<b>2</b>	<b>4</b>	
8825		Produce transactional written text in complex forms	2	5	C
8826		Produce poetic written text in complex forms	2	5	C
90375	2.1	Produce crafted and developed creative writing	2	3	C
90376	2.2	Produce crafted and developed formal transactional writing	2	3	C
<b>91101</b>	<b>2.4</b>	<b>Produce a selection of crafted and controlled writing</b>	<b>2</b>	<b>6</b>	
12419		Read poetic written text closely	2	4	D

ID	Ref	Title	Level	Credit	Review Category
12420		Read transactional written text closely	2	4	D
12905		Read an inclusive variety of written texts and record the reading experience	2	4	C
<b>91106</b>	<b>2.9</b>	<b>Form developed personal responses to independently read texts, supported by evidence</b>	<b>2</b>	<b>4</b>	
90377	2.3	Analyse extended written text(s)	2	3	C
90378	2.4	Analyse short written texts	2	3	C
<b>91098</b>	<b>2.1</b>	<b>Analyse specified aspect(s) of studied written text(s), supported by evidence [Externally Assessed]</b>	<b>2</b>	<b>4</b>	
90380	2.6	Read unfamiliar texts and analyse the ideas and language features	2	3	C
<b>91100</b>	<b>2.3</b>	<b>Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence [Externally Assessed]</b>	<b>2</b>	<b>4</b>	
90381	2.8	Investigate a language or literature topic and present information in written form	2	3	D
<b>91105</b>	<b>2.8</b>	<b>Use information literacy skills to form developed conclusion(s)</b>	<b>2</b>	<b>4</b>	<b>New</b>

Humanities > English > English Visual Language  
Subject Reference English

ID	Ref	Title	Level	Credit	Review Category
12425		Present moving images combining verbal and visual features	2	3	C
12426		Present static images combining verbal and visual features	2	3	C
<b>91103</b>	<b>2.6</b>	<b>Create a crafted and controlled visual and verbal text</b>	<b>2</b>	<b>3</b>	

## 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 audience and purpose, the ideas communicated, the language features and structure of the text. These sub-strands and their achievement objectives work together. They cannot be atomised and meaningfully read or produced in isolation. While it is possible to link specific achievement objectives to particular standards in some curriculum areas because the objectives reflect particular topics or discrete skills, this is not the case in English. The achievement objectives are interlinked and do not stand independently on their own. It is not possible to have a 'language features' standard or a 'structures' standard, nor is it possible to isolate particular objectives and link them to particular standards to the exclusion of other standards.

### External and Internal Assessment

Decisions made were based on the principle that a maximum of three standards per level should be externally assessed, 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 were examined to determine whether they were still most suitably assessed externally.

Close reading of oral and visual texts, components of the existing unfamiliar texts standards, were moved from external to internal assessment for reasons of validity.

### What Has Changed?

The format and criteria of many standards have changed. There are sufficient achievement standards at each level to offer a choice of assessment possibilities for a range of learning programmes for curriculum Levels 6 to 8.

### Externally assessed standards

#### Genre studies: studied written/oral/visual texts

<p><b>AS90849</b>                      <b>1.1</b>            Show understanding of specified aspect(s) of studied written text(s), using supporting evidence            4 credits                      External</p>	<p><b>AS91098</b>                      <b>2.1</b>            Analyse specified aspect(s) of studied written text(s), supported by evidence            4 credits                      External</p>	<p><b>Draft</b>                              <b>3.1</b>            Respond critically to specified aspect(s) of studied written text(s), using supporting evidence            4 credits                      External</p>
<p><b>AS90850</b>                      <b>1.2</b>            Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence            4 credits                      External</p>	<p><b>AS91099</b>                      <b>2.2</b>            Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence            4 credits                      External</p>	<p><b>Draft</b>                              <b>3.2</b>            Respond critically to specified aspect(s) of studied visual or oral text(s), using supporting evidence            4 credits                      External</p>

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 standards AS 1.1/2.1/3.1 and AS 1.2/2.2/3.2 were not divided by written and visual/oral modes, but based on world texts and New Zealand text classifications. In response to strong feedback from the first 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, 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 or text type. 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 significant 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 are selected from novel, non-fiction, short story, poetry, and print media. Visual/oral text types prepared for AS 1.2/2.2/3.2 are selected from film, TV programme, poetry/song lyric, drama production, radio programme, multi-media text, digital/online texts, and graphic novel.

### Close reading written texts

<b>AS90851</b> Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence 4 credits	<b>1.3</b> External	<b>AS91100</b> Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence 4 credits	<b>2.3</b> External	<b>Draft</b> Respond critically to unfamiliar written text(s) through close reading, using supporting evidence 4 credits	<b>3.3</b> External
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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 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 and print media. To gain merit or excellence, readings should be increasingly informed and insightful.

### Internally assessed standards

Identical generic criteria (develop, sustain, 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.

## Writing

<b>AS90052</b> Produce creative writing 3 credits	<b>1.4</b> Internal	<b>AS91101</b> Produce a selection of crafted and controlled writing 6 credits	<b>2.4</b> Internal	<b>Draft</b> Produce a selection of crafted and coherent writing 6 credits	<b>3.4</b> Internal
<b>AS90053</b> Produce formal writing 3 credits	<b>1.5</b> Internal				

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

Careful consideration was given to including a single writing standard where two pieces were presented at all three levels. However at Level 1, AS 1.4 and AS 1.5 have been kept separate as creative and formal writing standards to improve student access to qualifications. At Levels 2 and 3, 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. Not specifying genre in the Level 2 and 3 standards recognises that the creative and formal distinctions are often arbitrary divisions, particularly at senior levels, and that they were based on the 1994 curriculum poetic and transactional writing functions.

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 and then recognised for assessment. Spreading the writing programme over an extended period is essential. At Levels 2 and 3, students should be 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 assessment criteria previously 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 from writing achievement and unit standards also suit conflation to a single criterion, as 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

<b>AS90857</b> Construct and deliver an oral text  3 credits	<b>1.6</b>  Internal	<b>AS91102</b> Construct and deliver a crafted and controlled oral text  3 credits	<b>2.5</b>  Internal	<b>Draft</b> Construct and deliver a crafted and coherent oral text  3 credits	<b>3.5</b>  Internal
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The purpose of these standards is to assess oral presentations, which are primarily spoken, and 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 Achievement Objectives where written, oral, and visual language are not dealt with as separate strands as they were in the 1994 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.

## Presenting

<b>AS90852</b> Create a visual text  3 credits	<b>1.7</b>  Internal	<b>AS91103</b> Create a crafted and controlled visual and verbal text  3 credits	<b>2.6</b>  Internal	<b>Draft</b> Create a crafted and coherent visual and verbal text  3 credits	<b>3.6</b>  Internal
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The purpose of these standards is to assess texts produced primarily in the visual and verbal mode.

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.

## Making connections across texts

<b>AS90852</b> Explain significant connection(s) across texts, using supporting evidence  4 credits	<b>1.8</b>  Internal	<b>AS91104</b> Analyse significant connections across texts, supported by evidence  4 credits	<b>2.7</b>  Internal	<b>Draft</b> Respond critically to significant connection(s) across a range of texts  4 credits	<b>3.7</b>  Internal
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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 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 at Level 1.

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

At all three levels, four texts are set as a sufficient range for assessment purposes. It is important that written, visual, or oral texts selected should be appropriate to the curriculum level assessed or 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

<b>AS90853</b>	<b>1.9</b>	<b>AS91105</b>	<b>2.8</b>	<b>Draft</b>	<b>3.8</b>
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 learning area, 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 assessment criterion focuses on key stages of the process of demonstrating information literacy skills and presenting understandings. Students formulate areas for inquiry into authentic 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 able to then use those available sources. As they select information, students know how to evaluate sources, identify main ideas, select relevant information and record it effectively. They can then use this information gathered to create conclusions based on relevant information collected. Conclusions should 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

<b>AS90854</b>	<b>1.10</b>	<b>AS91106</b>	<b>2.9</b>
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

Personal responses to reading may be assessed at achievement, merit, and excellence levels. 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 connections with 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 and excellence, personal responses become increasingly convincing, perceptive, and insightful.

The purpose of these standards is to assess personal responses to self-selected texts.

Presenting personal responses to reading means demonstrating personal understandings of, engagement with and/or viewpoints on a text. It can also include responding to links between text and self, such as personal contexts and prior knowledge; text and world, such as connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts.

At Level 1, it was not possible to keep the unit standards 8808, 8809, 8810 separate as oral, written and visual texts presented in earlier iterations of the matrix, because eight credits would have been available just for personal reading. Within the single independent reading standards, visual and oral texts can also be included in addition to written texts, in addition to the option of including visual and oral texts at Level 2 in an 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.

### Close reading visual/oral texts

<b>AS90856</b>	<b>1.11</b>	<b>AS91107</b>	<b>2.10</b>	<b>Draft</b>	<b>3.9</b>
Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence		Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence		Respond critically to visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	
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. These may relate to complete texts or extracts from larger 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 of 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, making a total of up to 24 separate components (US 12427) needed to successfully complete a single close reading standard. 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.