

National consultation was undertaken in 2011, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 3 and Level 4 unit and achievement standards was completed in time for implementation in schools in 2013.

Main changes resulting from the review

- All NZC Level 8 (NZQF Level 3) 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 designated expiring. Level 3 and 4 unit standards that were developed primarily for schools were also designated expiring because they did not relate to the NZC. 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 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
Domain	English Oral Language	3+	Standard	91480	3
Standard	8834	3	Standard	91478	3
Standard	8835	3	Standard	91475	3

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact of changes on [Exclusions List](#)

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

Achievement standard	Excluded against each of these standards
91472	90721, 90722
91473	90723
91474	12428, 90724
91475	8835, 90720
91476	8837, 90725
91477	12458, 12459
91478	8834
91480	12429, 12430, 12431, 12432

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 expire at the end of	December 2012
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2013
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Humanities > English

ID	Ref	Domain	Title	Level	Credit	Review Category
12429		English Oral Language	Read closely and evaluate the effectiveness of transactional oral texts	3	3	C
12430		English Oral Language	Read closely and evaluate the effectiveness of poetic oral texts	3	3	C
12431		English Visual Language	Read closely and evaluate the effectiveness of moving images	3	3	C
12432		English Visual Language	Read closely and evaluate the effectiveness of static images	3	3	C
91480	3.9	English Visual Language	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3	3	
90723	3.4	English Written Language	Respond critically to oral or visual text studied	3	3	C
91473	3.2	English Oral Language	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence [Externally Assessed]	3	4	

Humanities > English > English Oral Language

ID	Ref	Title	Level	Credit	Review Category
8837		Conduct a seminar using a transactional oral text	3	5	C
90725	3.6	Construct and deliver an oral presentation	3	4	C
91476	3.5	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	3	3	
8843		Independently plan, conduct, and evaluate a class seminar	4	5	D

Humanities > English > English Visual Language

ID	Ref	Title	Level	Credit	Review Category
12435		Construct a reading of moving images	4	4	D
12436		Construct a reading of static images	4	3	D
12458		Present static images based on analysis of a chosen genre	3	3	C
12459		Present moving images based on analysis of a chosen genre	3	3	C
91477	3.6	Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	3	3	

Humanities > English > English Written Language

ID	Ref	Title	Level	Credit	Review Category
8834		Investigate a theme across a range of selected texts and evaluate the outcomes of the investigation	3	6	C
91478	3.7	Respond critically to significant connections across texts, supported by evidence	3	4	
8835		Produce sustained transactional writing in a range of complex forms	3	6	C
90720	3.1	Produce an extended piece of writing in a selected style	3	4	C
91475	3.4	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	3	6	
8836		Produce sustained poetic writing in a range of complex forms	3	6	D
8841		Produce results of literary research in an extended essay to publication standard	4	6	D
8842		Produce sustained poetic writing in a range of complex forms to publication standard	4	6	D

ID	Ref	Title	Level	Credit	Review Category
12427		Read closely and evaluate the effectiveness of poetic written texts	3	4	D
12428		Read closely and evaluate the effectiveness of transactional written texts	3	4	C
90724	3.5	Read and respond critically to unfamiliar prose and poetry texts	3	3	C
91474	3.3	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence [Externally Assessed]	3	4	
12433		Construct a reading of a poetic written text	4	4	D
12434		Construct a reading of transactional written text	4	4	D
90721	3.2	Respond critically to written text(s) studied	3	3	C
90722	3.3	Respond critically to Shakespearean drama studied	3	3	C
91472	3.1	Respond critically to specified aspect(s) of studied written text(s), supported by evidence [Externally Assessed]	3	4	
90726	3.7	Complete independent research on a language or literature topic and present conclusions in writing	3	4	D
91479	3.8	Develop an informed understanding of literature and/or language using critical texts	3	4	New

Appendix

Development of Level 3 English Standards

Addressing Duplication

All of the existing English achievement standards and curriculum derived English unit standards [to Level 3] were replaced by the aligned standards. All standards have discrete purposes and are unique from other standards in terms of their intended outcomes.

Level 4 unit standards in the *English* subfield that were developed primarily for schools were also designated expiring.

Addressing Credit Parity

The credit values assigned reflect the time an average student would require for timetabled and out-of-class learning and assessment. 1 credit represents 10 hours of notional learning in English. For example, the Level 2 and 3 writing standards represent 60 hours of learning and assessment.

External and Internal Assessment

Sector feedback, previous reviews of the standards, and best practice research into external and internal assessment provided the basis for the decision to change the allocation of internal/external assessments at Level 3.

Existing externally assessed standards were examined to determine if they were still most suitably assessed externally.

Because of the duplication principle, the genre-specific Shakespeare standard at Level 3 has been integrated into the written texts standard AS 3.1.

What has changed?

All aligned standards are achievement standards. The format and criteria of many standards have changed. There are sufficient achievement standards to offer a choice of assessment possibilities for a range of learning programmes.

All existing Level 3 unit and achievement standards, as well as existing Level 4 unit standards, were designated expiring; most were replaced by standards in the new matrix.

Externally assessed standards

Genre Studies: studied written/oral/visual texts

AS 3.1 Respond critically to specified aspect(s) of studied written text(s), supported by evidence

4 - external

AS 3.2 Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence

4 - external

These remain similar in intent and purpose to achievement standards 90721, 90722, and 90723. However the outcomes from 90721 and 90722 have been merged to reflect the NZC emphasis on skills rather than context and to eliminate duplication. Each new standard has a credit value of 4 in line with the learning and assessment demands for the standards.

Close reading written texts

AS 3.3 Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence

4 – external

This standard, which replaces achievement standard 90724, now has an increased credit value of 4, more closely reflecting its learning and assessment demands.

Internally Assessed Standards

Writing

AS 3.4 Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas

6 – internal

The four assessment criteria used in the previous writing standards [assessing ideas, structure, style and the use of writing conventions], which were conflated to two criteria in the Level 1 and 2 standards, have been conflated to a single criterion, in order to reflect the fluency and coherence required for writing at NZC Level 8 and make assessment judgements more holistic.

The credit value has increased from 4 to 6 to reflect the learning and assessment demands associated with the standard.

Speaking

AS 3.5 Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas

3 – internal

This remains similar in intent and purpose to achievement standard 90725.

The three assessment criteria currently used in the oral text achievement standard [construct and deliver, develop and support ideas, use a range of techniques], which were conflated to two criteria in the Level 1 and 2 standards, have been conflated to a single criterion, in order to reflect the fluency and coherence required for oral text at NZC Level 8 and to enable more holistic assessment judgements to be made.

Presenting

AS 3.6 Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language

3 – internal

This achievement standard replaces unit standards 12458 and 12459.

The new achievement standard has been developed to reflect the importance of the visual strand in the English Achievement Objectives (AOs), and the growing importance of visual texts in contemporary society.

Visual text unit standards, which are expiring, had requirements which could result in a fragmentary process where assessment of student work occurred at a micro level with little consideration for meaning or effects at work within a whole text. In the new standard, the requirements have been consolidated into a single criterion which supports discerning and informed interpretations and judgements by the students and holistic judgements by the assessor.

Making connections across texts

AS 3.7 Respond critically to significant connections across texts, supported by evidence

4 – internal

This achievement standard replaces unit standard 8834. It recognises that making connections across texts is a dominant aspect within several English AOs and a significant component within senior English programmes. While this standard is likely to be used by many teachers to explore thematic connections as currently assessed by the popular Level 3 theme study standards, the intent of the standard is broader: a range of other aspects could be examined.

Outcomes assessed contribute to the development of key competencies in thinking critically about texts.

Information literacy

AS 3.8 Develop an informed understanding of literature and/or language using critical texts

4 – internal

This new achievement standard recognises the importance of information literacy and critical reading skills centred within the major 'processes and strategies' sub-strand that underpins the other four sub-strands within the English AOs.

The standard reflects the need to provide a link between skills acquired at school and those required for further study, empowering students to become independent seekers, users, and creators of knowledge.

Close reading visual/oral texts

AS 3.9 Respond critically to visual and/or oral text(s) through close reading, supported by evidence

3 – internal

This achievement standard replaces unit standards 12429, 12430, 12431, and 12432. It has been developed to reflect the importance of the visual strand in the English AOs, and the consequent importance of visual literacy.

Close reading unit standards, which are expiring, had requirements which 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. In the new standard, the requirements have been consolidated into a single criterion which supports discerning and informed interpretations and judgements by the students and holistic judgements by the assessor.