

## Achievement Standard

**Subject Reference** English 1.2

**Title** Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence

**Level** 1      **Credits** 4      **Assessment** External

**Subfield** English

**Domain** English Visual Language

**Status** Registered      **Status date** 17 December 2010

**Planned review date** 31 December 2018      **Date version published** 20 November 2014

This achievement standard involves a previous reading and study of at least one visual or oral text and writing a response that shows understanding of specified aspect(s) of the text(s).

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Show convincing understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Show perceptive understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Level 6 Making Meaning strand [viewing, listening] and the Creating Meaning strand [writing] and related achievement objectives in the English learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2011. Text(s) chosen for study should be at Curriculum Level 6 and/or have characteristics that enable students to show the expected level of understanding.
- Specified aspect(s)* are selected from:
  - purposes and audiences
  - ideas (eg character, theme, setting)
  - language features of visual or oral texts (eg cinematography, editing, special effects, rhetorical devices, dialogue and/or oral language, narration, music, sound)

effects, ambient sound)

- structures (eg part text, whole text, narrative, beginnings and endings).

- 3 *Studied visual or oral text(s)* may include New Zealand or world text(s). However, teachers are encouraged to include both world and New Zealand texts when preparing students for assessment.
  - 4 A response that shows *understanding* makes some points relevant to the topic being addressed in an organised written response.
  - 5 A response that shows *convincing understanding* makes clear points which are relevant to the topic being addressed in an organised written response. The majority of these points are connected to each other. Some unevenness in the response may be acceptable.
  - 6 A response that shows *perceptive understanding* makes clear points which are relevant to the topic being addressed and shows some insight or originality in thought or interpretation. These points are developed and integrated.
  - 7 *Supporting evidence* refers to specific and relevant visual or oral details from the text(s) used to support ideas.
  - 8 Reference can be made to one or more texts within the chosen text type:
    - film
    - television programme
    - radio programme
    - drama production
    - graphic novel
    - oral performance; or
    - a combination of the above (inter-textual studies).
  - 9 Assessment Specifications for this achievement standard can be accessed through the English Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources>.
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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