

**This document contains the draft RAS products for *English*. It includes:**

- English Rationale
- English Learning Matrix
- English Assessment Matrix

# English Rationale

## Purpose and Process

### Purpose of this rationale

The purpose of this document is to explain the structure and content of the Learning Matrix and the Assessment Matrix for English. This rationale explains how these two matrices were developed and how they connect to the curriculum. It also explains how these matrices can be used to construct a teaching and learning programme.

### Matrix descriptions

The purpose of the **Learning Matrix** is to identify the Significant Learning in a subject which will generally be grouped under a number of Big Ideas for that subject. The Learning Matrix is a new tool teachers can use to construct a coherent programme that covers all the 'not to be missed' learning in a subject.

There is no prescribed order to the Learning Matrix within each level. A coherent programme of learning might begin with a context that is relevant to the local area of the school, or an idea that students are particularly interested in. This topic or context may relate strongly to one Big Idea but may link to other Big Ideas. The matrices are designed so that educators have the freedom to create courses that are both flexible and coherent.

When the Teaching, Learning, and Assessment Guide is produced, it will include example contexts that encapsulate the Big Ideas, but it is not a prescriptive or definitive list. Contexts suggested for teaching one Big Idea might also be used successfully to teach other Big Ideas.

The **Assessment Matrix** identifies the learning that is most important to credential and gives the titles of the four standards that will be used to do this, along with their mode of assessment and credit value. It is important to remember that an external assessment does not necessarily mean an exam; there are a number of different modes of external assessment that may be selected.

### How these matrices were developed

The matrices were developed by Subject Expert Groups. The suggestions for Big Ideas at the Learning Area level were initially developed by panels of curriculum experts. Significant Learning for English was developed out of the Big Ideas for the English Learning Area. It is the learning that is too important to be left to chance. It differs across each learning area due to the differing disciplines and bodies of practice they are derived from but it will include aspects of learning drawn from:

- Declarative knowledge – typically involving memorisation and recall of facts

- Conceptual knowledge – understanding ideas and how they can be applied in a range of situations
- Epistemic knowledge – the processes used to construct and test new knowledge within a discipline, including procedural knowledge and skills. Epistemic knowledge enables a learner to operate as an 'amateur expert' in an area and is vital for engaging with complex contemporary problems using critical inquiry.

The matrices are designed to be flexible enough so that educators can construct courses that cater to a wide range of students, taking into account diverse learners.

## **Content of Subject**

### **Curriculum connections**

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others' lives.

Students appreciate and enjoy texts in all their forms. The study of Aotearoa New Zealand and world literature contributes to students' developing sense of identity, their awareness of New Zealand's bicultural heritage, and their understanding of the world.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

### ***The relationship with te ao Māori***

- The connections to mātauranga Māori at this level are the opportunities for indigenous voices and culture to enter the classroom. Opening up these contexts allows Māori students to see themselves in the texts and the work done in class.
- The word 'texts' includes Māori, Pacific, and Pākehā authors. It is expected that within the course of study, all students will work with and study indigenous writers.
- Over the years there has been a move toward including Māori and Pacific voices in the study of English. The Learning Matrix provides the opportunity to strengthen and support this move by explicitly recognising the rich body of indigenous knowledge/mātauranga Māori and other cultures that sets

Aotearoa New Zealand apart, and which is recognised as being of value to all New Zealanders.

### **The Learning Matrix**

The Learning Matrix is not a prescription. It identifies the Significant Learning we expect learners to have the opportunity to engage in at curriculum levels 6 to 8 and it reflects the vision of a Level 1 NCEA English course that involves broad curriculum exploration with increasing independence and subject specific depth through Levels 2 and 3.

The Learning Matrix is an opportunity to revisit the way most Significant Learning in English can be woven together to achieve a coherent learning experience for young people. It is intended to serve as a model or planning tool for teachers in developing their programmes of learning and assessment. The Learning Matrix recognises the importance of English content knowledge as well as the overarching ideas, knowledge, attitudes, and competencies associated with participating fully in the social, cultural, political, and economic life of Aotearoa New Zealand and the wider world.

'English encompasses learning the language, learning through the language, and learning about the language.' (NZC p18) This Learning Matrix clarifies the ways engaging in an English programme supports all three of these aspects of English. One key intention of this matrix is to clarify the Significant Learning associated with learning *about* the language, so that students may develop greater control in their use of language.

### **Where do the three Big Ideas about English come from?**

The overarching ideas are derived from the English whakatauki in *The New Zealand Curriculum*:

Ko te reo te tuakiri                      *Language is identity*

Ko te reo tōku ahurei                      *Language is my uniqueness*

Ko te reo te ora                              *Language is wellbeing*

These Big Ideas provide a framework for the Significant Learning in English that will provide young New Zealanders with the skills, attitudes and capabilities to engage with and participate in society. Ours is the only learning area that mentions enjoyment in our essence statement. Our overarching Big Idea *Engaging with text is a source of enjoyment and enrichment* foregrounds this aspect of English study. Enjoyment and enrichment comes from the ability to bring the aesthetic to the fore, from the ability to be moved when interacting with text. Learners are enriched when they have the ability to use language with control and respond critically to texts.

Our second Big Idea *Language and identity are inextricable* emphasises how our reading of texts is informed through our identity and how identity informs our understanding. Learners will connect with Significant Learning through the lens of their own cultural identity.

Our third Big Idea *Making/creating meaning is an active process that occurs when we interpret and produce text* allows the learner to engage in a real way with that text. This engagement builds and connects meaning in the conversation between reader and text. Both Big Idea 2 and 3 are ways of strengthening the enjoyment and enrichment from Big Idea 1. These three Big Ideas are threaded throughout the Significant Learning and will be reflected in the teaching and the learning throughout a programme or course of study.

### **Why use these overarching Big Ideas to structure the Learning Matrix?**

The overarching Big Ideas act as threads to weave the matrix. A teacher might begin anywhere and build a coherent learning programme by drawing from both the Big Ideas and the Significant Learning.

Learning should not be linear. To allow learners to transfer the capabilities developed in one context to new contexts they need exposure and practice in developing and applying those capabilities across multiple contexts using a range of content.

### **Big idea 1: Engaging with text is a source of enjoyment and enrichment**

*Ko te reo te ora*

This is the overarching idea which is woven through both the following Big Ideas.

English is the study, use and enjoyment of the English language and its literature. As students learn to engage with text and use language with increasing levels of control and sophistication, they are better able to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others' lives.

The use of the word 'text' in this Learning Matrix includes verbal, visual and multi-modal texts. Literary texts are the exclusive domain of the English learning area and will be studied along with the range of other text types and genres in which human stories are told.

We make sense of our inner and outer lives through story. Students will learn about the bicultural heritage of Aotearoa New Zealand through studying a range of Aotearoa New Zealand texts and be able to critically respond, evaluate, enjoy, and be enriched by what they read. They will learn about the gaps in literature and identify omissions and privileges in the texts with which they interact. These textual interactions move students forward on a journey towards reading for enjoyment, enrichment, and personal fulfilment. The acknowledgement that readers can be moved, persuaded and

informed through engagement with text, enriches students' interactions with those texts. Confidence in their own voice will develop as they learn to use appropriate processing and comprehension strategies to both produce and engage with increasingly varied and complex texts. Learning to appreciate and enjoy the sophistication of language and meaning will enable students to enrich their thinking and communication, their own and others' lives.

## **Big idea 2: Language and identity are inextricable**

### ***Ko te reo te tuakiri***

The study of Aotearoa New Zealand (Māori, Pacific and Pākeha voices) and world literature contributes to students' developing sense of identity, their awareness of Aotearoa New Zealand's bicultural heritage, and their understanding of the world.

Identity shapes what we write and how we read. Language, identity, and perspective (of the writer and the reader) are powerful forces in the conversation that spans past, present, and future (whakapapa). The students' own perspectives frame their understanding and interpretations of texts (turangawaewae). Thus, learning to recognise the value of other peoples' stories, along with their own, and to identify how they themselves are portrayed and objectified in texts empowers students to feel part of a larger whole. Becoming familiar with a wide range of perspectives in the creation of texts, including the identity of the writer and the reader, will help students understand and communicate increasingly sophisticated identity and language-based ideas. In doing so, they further develop their sense of identity and begin to understand where and how they belong.

## **Big idea 3: Making meaning is an active process that occurs when we interpret and when we produce text**

### ***Ko te reo tōku ahurei***

The active process of making meaning is unique to each of us. There is a conversation between the writer, reader and the text which is specific to each writer and reader. Being aware of, and taking an increasingly informed and active part in this conversation, is how students will develop the metacognitive skills to make and create meaning with confidence in their unique voice as writers and critics.

By engaging with text-based activities, students become increasingly skilled at making meaning through engagement with language and text, and at creating meaning for themselves and others.

Making deliberate choices in crafting and editing texts whilst being able to critique and evaluate their creative processes, empowers students to find and nurture their own voice. Students who are able to create and make meaning that resonates or makes connections with their prior knowledge and learned experiences will build confidence

in their discerning responsiveness to others' texts and stories. Learning to recognise the aesthetic qualities (sensual, perceptual, cognitive, and affective) of a text will allow students to increasingly and purposefully emulate those skills in their own creation of text.

Making deliberate choices in their interpretations of texts whilst being able to critique and evaluate others' creative processes, motivations, purposes, as well as the textual, aesthetic qualities enables students to actively make meaning. Appreciating the intended effects of language features and the structure and organisation of texts will also contribute to that active meaning making. As the audience, these students will be able to think critically about texts and articulate increasingly sophisticated ideas with confidence, understanding, and clarity.

### **The Assessment Matrix**

The Assessment Matrix combines and clusters the most important Significant Learning, identified in the Learning Matrix, which needs to be credentialed through NCEA. As the learning becomes increasingly focused on independent integration and synthesis of knowledge, skills and competencies, the assessment progressions become more focused on how students are able to demonstrate their increasingly sophisticated use of this learning.

The intention of the Level 1 Achievement Standards is to credential the broad and enabling knowledge, skills, and competencies that will enhance student success in further learning.

At Levels 2 and 3, students are increasingly expected to integrate and synthesise this knowledge and the skills and competencies associated with learning in English.

To that end, writing is credentialed at Levels 1 and 2, through externally assessed writing standards. At Level 3 however, we would expect students to demonstrate the continued practice and understanding of writing as a process to support other written standards, rather than as an assessment outcome on its own.

|   |   |  |
|---|---|--|
| <h1>English Learning Matrix</h1> <p><i>Ko te reo te tuakiri</i><br/><i>Ko te reo tōku ahurei</i><br/><i>Ko te reo te ora</i></p> <p><i>Language is identity</i><br/><i>Language is my uniqueness</i><br/><i>Language is wellbeing</i></p>     | <p><b>Big Idea:</b> Engaging with text is a source of enjoyment and enrichment</p> <p><i>Ko te reo te ora</i><br/><i>Language is wellbeing</i></p>  |  |
|   | <p><b>Big Idea:</b> Language and identity are inextricable</p> <p><i>Ko te reo te tuakiri</i><br/><i>Language is identity</i></p>   | <p><b>Big Idea:</b> Making/creating meaning is an active process that occurs when we interpret and produce text</p> <p><i>Ko te reo tōku ahurei</i><br/><i>Language is my uniqueness</i></p>   |
| <p>Significant Learning at curriculum levels 6-8</p>  | <p>Significant Learning by level</p>  | <p>Significant Learning by level</p>   |
| <p><b>Being able to use the English language with control can strengthen your identity and enable you to effectively participate in society.</b></p> <p><b>Students will understand and use language about language, (meta-language).</b></p> | <p><b>Students will learn that as readers and creators they are participants in an ongoing conversation that spans past, present and future (whakapapa)</b></p> <p><b>At Level 6</b>, students will interpret ideas within and between texts from a range of contexts.</p> <p><b>At Level 7</b>, students will analyse links between texts and contexts, and how contexts influence ideas/style within texts.</p> <p><b>At Level 8</b>, students will analyse, evaluate and synthesise links between texts and contexts, and how contexts influence ideas/style within texts.</p> <p><b>Students will learn that language is rich and varied, adapts and changes and is shaped by and for context.</b></p> <p><b>At Level 6</b> students will identify and understand the patterns of language use in particular contexts.</p> <p><b>At Level 7</b> students will analyse and integrate their knowledge of how patterns of language are used in different contexts.</p> <p><b>At Level 8</b> students will critically evaluate and synthesise their knowledge of how patterns of language are used in different contexts.</p> | <p><b>Students will learn to make deliberate choices in the crafting and editing of texts to communicate ideas. (written/visual/oral)</b></p> <p><b>At Level 6</b> students will communicate developed ideas by selecting and using a range of language features <b>accurately</b> for a variety of <b>effects</b>.</p> <p>They will seek feedback and make changes to improve clarity, meaning and effect with guidance.</p> <p><b>At Level 7</b> students will communicate sustained ideas by selecting and integrating a range of language features appropriately for a variety of purposes. They will seek feedback and self-evaluate to make changes to improve clarity, meaning and effect with increasing independence.</p> <p><b>At Level 8</b> students will communicate sustained and insightful ideas by selecting and integrating a range of appropriate language features purposefully and fluently.</p> <p>They will seek feedback, monitor, evaluate and justify their choices independently.</p> |
|   | <p><b>Students will learn that their own perspective shapes their understanding and interpretation of texts.</b></p>  | <p><b>Students will learn to explain and justify their interpretations of texts, which gives them confidence in their voice.</b></p>   |

|  |  |   |
|--|--|---|
| <p><b>Interpreting and producing literary text enables us to understand what it means to be human and to empathise with others.</b></p>  | <p><b>At Level 6</b> students will identify, describe and explain their own perspectives through their responses to various texts. They will show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts.</p> <p><b>At Level 7</b> students will analyse and interpret, and acknowledge their own perspectives through their responses to various texts. They will show a discriminating understanding of why and how the audience is being positioned, why and how the text relates to other texts and contexts, drawing from and making conclusions from their knowledge of ideas, purpose, language features and structure.</p> <p><b>At Level 8</b> students will critically respond to and evaluate, while acknowledging their own perspectives through their responses to various texts. They will show a discriminating understanding of why and how the audience is being positioned, how a text relates to other texts and contexts, and integrate their knowledge of ideas, purpose, language features and structure.</p> | <p><b>At Level 6</b> students will take a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond it.</p> <p><b>At Level 7</b> students will develop an argument to explain and justify their interpretations of increasingly varied and complex texts, using examples and/or details primarily from the text but also from beyond it.</p> <p><b>At Level 8</b> students will develop and sustain an argument to explain and justify their interpretations of increasingly varied and complex texts, integrating insightful examples and/or details arising primarily from the student’s independent close reading of the text but also from beyond it.</p> |
| <p><b>Texts possess aesthetic qualities which generate sensual, perceptual, cognitive and affective responses.</b></p> <p><b>Students will learn that writing can have implicit beauty.</b></p>                        | <p><b>Students will learn that response to language is personal and linked to identity.</b></p> <p><b>At Level 6</b> students will recognise how identity influences and informs personal responses to language and language choices.</p> <p><b>At Level 7</b> students will analyse how identity influences and informs personal responses to language and language choices</p> <p><b>At Level 8</b> students will evaluate how identity influences and informs personal responses to language and language choices</p>   | <p><b>Students will learn that author’s purpose can be to evoke an affective/emotional response which can lead to deeper exploration of meaning.</b></p> <p><b>At Level 6</b> students will describe and explain the literary qualities of increasingly complex texts using examples from the text.</p> <p><b>At Level 7</b> students will analyse increasingly varied and complex texts, using examples and/or details primarily from the text but also beyond it.</p> <p><b>At Level 8</b> students will critique and appreciate the literary qualities of increasingly varied and complex texts, integrating insightful examples and/or details primarily arising from the student’s independent close reading of the text but also from beyond it.</p>            |
| <p><b>Māori writers provide an important perspective on living and participating in Aotearoa New Zealand</b></p> <p><b>The study of Māori texts plays a role in the process of honouring Te Tiriti o Waitangi.</b></p> | <p><b>Students will learn about the bicultural nature of NZ through the study of Māori voices and perspectives in literature.</b></p> <p><b>At Level 6</b> students will show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.</p> <p><b>At Level 7</b> students will show an increasing awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.</p> <p><b>At Level 8</b> students will show an insightful awareness of how aspects of te ao Māori are woven through texts by responding critically and evaluating a range of Māori literature.</p>   | <p><b>Students will learn how Māori storytelling connects with te ao Māori and creates meaning in culturally specific ways.</b></p> <p><b>At Level 6</b> students will learn to describe and explain how aspects of Māori storytelling shape texts.</p> <p><b>At Level 7</b> students will learn to analyse how aspects of Māori storytelling shape texts.</p> <p><b>At Level 8</b> students will learn to critically respond to and evaluate how aspects of Māori storytelling shape texts.</p>  |

## English Assessment Matrix

|          |  |   |   |  |
|----------|--|---|---|--|
| <b>1</b> | Describe and use language patterns for a specific audience and purpose.<br><br>5 credits, Internal   | Present a verbal and visual personal response to texts.<br><br>5 credits, Internal              | Develop ideas in writing and demonstrate understanding of the process.<br><br>5 credits, External | Describe and explain significant aspects of texts.<br><br>5 credits, External  |
| <b>2</b> | Analyse how changes in language are shaped by contexts.<br><br>5 credits, Internal                   | Analyse connections between texts.<br><br>5 credits, Internal                                   | Produce a selection of crafted and controlled writing.<br><br>5 credits, External                 | Analyse and interpret significant aspects of texts.<br><br>5 credits, External |
| <b>3</b> | Investigate and critically respond to language use in a specified context.<br><br>5 credit, Internal | Develop an informed understanding of literature using critical texts.<br><br>5 credit, Internal | Critically respond to connections between texts.<br><br>5 credits, External                       | Critically respond to a range of unfamiliar texts.<br><br>5 credits, External  |