

Pilot – English

This pack contains three draft documents which are the result of the first phase of work for the Review of Achievement Standards (RAS).

Background

NCEA Review

The National Certificates of Educational Achievement (NCEA), like all qualifications listed on the New Zealand Qualifications Framework, are required to be reviewed every five years.

In 2018, we asked all New Zealanders to share their views and experiences of NCEA. This was the most extensive engagement we've had to date, with feedback received from diverse groups across the country. Based on what we heard from New Zealanders, we identified areas of NCEA that could be strengthened.

This feedback was incorporated into the recommendations for changes to NCEA that the Ministry, Ministerial and Professional Advisory Groups provided to the Minister of Education Hon Chris Hipkins for consideration, and in turn, informed the proposed change package the Minister took to Cabinet.

NCEA Change Package

The Cabinet agreed in-principle with the changes and the Minister announced the NCEA Change Package in May 2019. The seven changes are:

1. Make NCEA more accessible
2. Mana Ōrite mo te mātauranga Māori
3. Strengthen literacy and numeracy requirements
4. Have fewer, larger standards
5. Simplify NCEA's structure
6. Show clearer pathways to further education and employment
7. Keep NCEA Level 1 as an optional level.

Pending Cabinet's decisions, the key changes to NCEA will be broadly implemented through two avenues:

- » the wider NCEA change and implementation programme, which will include the delivery of technical and qualification changes, and the support programme and capability build for schools, kura, and the community.
- » the Review of Achievement Standards (RAS) will develop new standards which contribute to NCEA, and the resources, tools, and support that accompany them.

The NCEA changes will be phased in over a five year period and we'll be working with the sector to co-design, test, and successfully transition to the new NCEA system.

What is RAS?

RAS presents an opportunity to bring the curriculum to the forefront of teaching and learning to address equity and inclusion issues, teacher and student wellbeing, and to ensure that the standards are fit for purpose for today's context and into the future.

This is also an opportunity to address the system shifts that relate to achievement standards and resources.

We will be reviewing and rebuilding:

- » All subject matrices
- » All achievement standards
- » All assessment resources, teaching and learning guides, and exemplars.

We will be expanding supports to include more assessment tasks and additional exemplars for each reviewed standard.

What are the Trial and Pilots?

The Trial is where we test the development process for achievement standards and curriculum support resources with one subject. This is a shorter version of the full process, designed to test and refine the development of a new matrix, standards, curriculum supports, training products, and templates.

The Pilots are a group of three subjects that started the full review process earlier to further test and refine the processes.

Subject Expert Groups (SEGs) were established for the trial subject - Science - and the pilot subjects – English, Visual Arts, and Religious Studies. These groups are made up of educators from a wide range of settings and backgrounds. They commenced their work on 19 September. They have now finished their first phase of work producing a number of documents, and these are what we would like your feedback on.

In this pack you will find:

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How to provide feedback

You can provide feedback by going to <https://conversation.education.govt.nz/conversations/ncea-review/review-of-achievement-standards/feedback-pilot-phase> and following the links to the questionnaire.

How will this feedback be used?

The information from this feedback period will be used to inform further development of the draft materials. There will be an opportunity to comment again at a second feedback phase in 2020 and these materials will be tested through school trials planned for 2021. We have released this material at an early stage to get your initial feedback as to whether we're on the right track.

Your feedback needs to focus on the Significant Learning and proposed assessment. We also want to know if the content, structure, and format of this material is clear.

Important to note:

- » This is a pilot process. As a result the documents are in early draft form.
- » There are four subjects to provide feedback on. You may choose to comment on any or all of those subjects.
- » The documents are not in their final format and might look different to cater for individual subjects.
- » There are more documents to comment on for Science.
- » There may be specific questions that individual SEGs would like your feedback on.

For further information, or if you have any questions, please contact ras.review@education.govt.nz

Please respond by 5.00pm 01st March, 2020.

Rationale and guide to new matrices

The purpose of the Rationale 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 also link to the other Big Idea. 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.

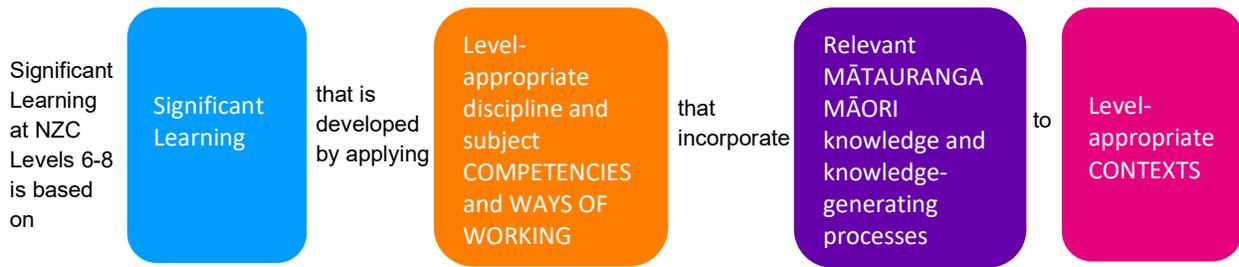
The Assessment Matrix identifies the learning that is most important to credential and gives the titles of the four standards that will be used to do this, along with their mode of assessment and credit value. It is important to remember that an external assessment does not necessarily mean an exam; there are a number of different modes of external assessment that may be selected. As with the Learning Matrix, there is no prescribed order to the Assessment Matrix to allow flexibility in accordance with the local curriculum.

How the 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 different 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.

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



Students at Levels 6-8 of the New Zealand Curriculum engage with contexts that are typically broad, deep, and large in scale, and extend beyond personal experience. The contexts involve multiple interacting elements, contested ideas, provocative or nuanced interpretations, and require sustained engagement to understand. Theoretical models and frameworks are needed to make sense of the context/s.

The Matrices are designed to be context free. The expectation is that teachers will select appropriate contexts or co-construct contexts with their students. These contexts may draw on the tacit knowledge and experience the students bring with them. Teachers and students may choose to engage with a context of particular local relevance or explore an unfamiliar context that is of interest.

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 forms.

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 that language has 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.

Students at Levels 6-8 of the New Zealand Curriculum can integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. They create and make meaning using evidence in the text, from other texts, and from their own experience. Students understand that different people's interpretation and production of text depend on their experiences, perspectives and world views. They deliberately use a wide range of language devices and literary features to create meaning and effects, and understand and appreciate how others do this too. They can critically evaluate the effectiveness of these devices and features to 'tell a story'.

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 ākonga Māori 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 texts by 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

'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* English, so that students may develop greater control in their use of language.

The Learning Matrix is not a prescription. It identifies the Significant Learning we expect learners to have the opportunity to engage with 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.

Where do the Big Ideas about English come from?

The three overarching Big Ideas about the nature of English are derived from the Learning Area Essence statement and align with 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

English is the only Learning Area that mentions enjoyment in its essence statement, and the overarching Big Idea *Engaging with text is a source of enjoyment and enrichment* foregrounds this aspect of English study. Enjoyment and enrichment come from the ability to bring the aesthetic to the fore, from the ability to be moved when interacting with text. Enjoyment is enhanced and learners are enriched when they have the ability to use language with control and respond critically to texts.

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

The 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 through the Significant Learning and will be reflected in the teaching and the learning throughout a programme or course of study.

Significant Learning is structured around two interconnected strands, each encompassing oral, written, and visual forms of the language:

- making meaning of ideas or information they receive
- creating meaning for themselves or others.

Competencies and ways of working involve using a set of underpinning processes and strategies to develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts.

The Significant Learning statements in the left-hand column of the matrix refer to the four key areas we have identified: language, text, aesthetic purpose, and the importance of Māori voices. They weave together with the Big Ideas to produce more detailed Significant Learning statements by curriculum level.

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

The Big Ideas form 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. The *overarching ideas* and *Significant Learning* 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

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, and to understand the power that language has to enrich and shape their own and others' lives.

The use of the word 'text' in this Learning Matrix includes written, 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, and 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 Pākehā 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.

Language, identity, and perspective (of the writer and the reader) are powerful forces in the conversation that spans past, present, and future (whakapapa) and thus, students learn that identity shapes what we write and how we read, that their own perspectives frame their understanding and interpretations of texts (turangawaewae). And so, 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/creating 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, the 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 the creation of their own text.

Making deliberate choices in their interpretations of texts whilst being able to critique and evaluate others' creative processes, motivations, purposes, as well as textual and 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, students will be able to think critically about texts and articulate increasingly sophisticated ideas with confidence, understanding, and clarity.

English Learning Matrix

Ko te reo te tuakiri
Ko te reo tōku ahurei
Ko te reo te ora

Language is identity
Language is my uniqueness
Language is wellbeing

These three Big Ideas reflect the nature of English and are drawn from the English whakatauki in the New Zealand Curriculum.

Big Idea 1: Engaging with text is a source of enjoyment and enrichment

Ko te reo te ora
Language is wellbeing

Big Idea 2: Language and identity are inextricable

Ko te reo te tuakiri
Language is identity

Big Idea 3: Making/creating meaning is an active process that occurs when we interpret and produce text

Ko te reo tōku ahurei
Language is my uniqueness

Significant Learning

Significant Learning by Level

Significant Learning by Level

Language

We draw on our knowledge of how language works to interpret and produce text in English.

Being able to use the English language with control can strengthen your identity and enable you to effectively participate in society.

The English language in New Zealand is different from other English speaking nations because it includes ways of making meaning from te reo Māori and other Pacific languages.

Students will learn that as readers and creators they are participants in an ongoing conversation that spans past, present and future (whakapapa).

At Level 6, students will interpret ideas within and between texts from a range of contexts.

At Level 7, students will analyse links between texts and contexts, and how contexts influence ideas/style within texts.

At Level 8, students will analyse, evaluate and synthesise links between texts and contexts, and how contexts influence ideas/style within texts.

Students will learn that language is rich and varied, adapts and changes, and is shaped by and for context.

At Level 6 students will identify and understand the patterns of language use in particular contexts.

At Level 7 students will analyse and integrate their knowledge of how patterns of language are used in different contexts.

At Level 8 students will critically evaluate and synthesise their knowledge of how patterns of language are used in different contexts.

Students will learn to make deliberate choices in the crafting and editing of texts to communicate ideas (written/visual/oral).

At Level 6 students will communicate developed ideas by selecting and using a range of language features accurately for a variety of effects.

They will seek feedback and make changes, with guidance, to improve clarity, meaning and effect.

At Level 7 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, with increasing independence, to make changes to improve clarity, meaning and effect.

At Level 8 students will communicate sustained and insightful ideas by selecting and integrating a range of appropriate language features purposefully and fluently.

They will seek feedback, monitor, evaluate, and justify their choices independently.

<p>Interpreting text</p> <p>Interpreting and producing literary text enables us to understand what it means to be human and to empathise with others.</p> <p>Texts can be open to multiple interpretations. Readers make meaning using evidence in the text, from other texts, from their own experience, and in their particular time and place.</p>	<p>Students will learn that their own perspective shapes their understanding and interpretation of texts.</p> <p>At Level 6 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>At Level 7 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, and why and how the text relates to other texts and contexts. They will make conclusions by drawing from their knowledge of ideas, purpose, language features, and structure.</p> <p>At Level 8 students will critically respond and evaluate, while acknowledging their own perspectives through their responses to various texts. They will show a insightful understanding of why and how the audience is being positioned, how a text relates to other texts and contexts, and they will integrate their knowledge of ideas, purpose, language features, and structure.</p>	<p>Students will learn to explain and justify their interpretations of texts, which gives them confidence in their voice.</p> <p>At Level 6 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>At Level 7 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>At Level 8 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>Aesthetic purpose</p> <p>Texts possess aesthetic qualities which generate sensual, perceptual, cognitive, and affective responses.</p> <p>Students will learn that writing can have implicit beauty.</p>	<p>Students will learn that response to language is personal and linked to identity.</p> <p>At Level 6 students will recognise how identity influences and informs personal responses to language and language choices.</p> <p>At Level 7 students will analyse how identity influences and informs personal responses to language and language choices.</p> <p>At Level 8 students will evaluate how identity influences and informs personal responses to language and language choices.</p>	<p>Students will learn that an author’s purpose can be to evoke an affective/emotional response which can lead to deeper exploration of meaning.</p> <p>At Level 6 students will describe and explain the literary qualities of increasingly complex texts using examples from the text.</p> <p>At Level 7 students will analyse increasingly varied and complex texts, using examples and/or details primarily from the text but also beyond it.</p> <p>At Level 8 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>Māori voices</p> <p>Māori writers provide an important perspective on living and participating in Aotearoa New Zealand.</p> <p>The study of Māori texts plays a role in the process of honouring Te Tiriti o Waitangi.</p>	<p>Students will learn about the bicultural nature of NZ through the study of Māori voices and perspectives in literature.</p> <p>At Level 6 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>At Level 7 students will show a discriminating awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.</p> <p>At Level 8 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>Students will learn how Māori storytelling connects with te ao Māori and creates meaning in culturally specific ways.</p> <p>At Level 6 students will learn to describe and explain how aspects of Māori storytelling shape texts.</p> <p>At Level 7 students will learn to analyse how aspects of Māori storytelling shape texts.</p> <p>At Level 8 students will learn to critically respond to and evaluate how aspects of Māori storytelling shape texts.</p>

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.

As part of our intention to clarify and strengthen the Significant Learning *about* the language, (NZC p 18) the Assessment Matrix credentials learning about language patterns, contexts and purpose in order to give students greater control of how they engage with and use language.

Standards 1.1, 2.1 and 3.1 credential the Significant Learning associated with the way in which language adapts and changes and is shaped by and for context and situation. At Level 1 students will develop their ability to recognise and describe language patterns, filling their kete of metalanguage (language to describe language). At levels 2 and 3 they will learn to integrate and synthesise this knowledge with more independence and in increasingly sophisticated contexts to empower them to be more confident, critical, and effective users of language as they move into further study or employment.

Standards 1.2, 2.2 and 3.2 are supported by the Significant Learning that students develop as they engage with oral, visual and written texts throughout their course of study. In order to address the complaint students often have that they are just doing the same thing every year, we have chosen to credential different ways of engaging with texts, again with increasing levels of epistemic independence (students being able to integrate their learning from Levels 1 and 2 and work more independently as English scholars).

At Level 3, students' ability to respond to text is assessed through three achievement standards: 3.2: *Develop an informed understanding of literature using critical texts*; 3.3: *Critically respond to a range of unfamiliar texts*, and 3.4: *Critically respond to connections between texts*. This gives more specific epistemic focus to the ways in which students develop the skill of responding critically to a range of oral, written and visual texts.

In response to sector feedback that assessments in English are the same every year, this Assessment Matrix credentials writing at Levels 1 and 2, through externally assessed standards with a focus on the process of drafting, editing and perfecting. 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.

Standards to be externally assessed in exam format: 1.4, 2.4 and 3.4 again credential the cluster of Significant Learning that supports interpreting and responding to text. At Levels 1 and 2, students will respond to unfamiliar and studied text. At Level 3 the focus is specifically on students' ability to select from a range of unfamiliar texts, and develop their response supported by evidence.

Details of how non-exam external assessments: 1.3, 2.3 and 3.3, will be designed are being worked through with NZQA and will be developed in the second phase of the English Pilot early 2020.

	Achievement Standard 1.1	Achievement Standard 1.2	Achievement Standard 1.3	Achievement Standard 1.4
Standard Title	Describe and use language patterns for a specific audience and purpose.	Present a verbal and visual personal response to texts.	Develop ideas in writing and demonstrate understanding of the process.	Describe and explain significant aspects of texts.
Mode of assessment	Internal	Internal	External	External
Credits	5	5	5	5

	Achievement Standard 2.1	Achievement Standard 2.2	Achievement Standard 2.3	Achievement Standard 2.4
Standard Title	Analyse how changes in language are shaped by contexts.	Analyse connections between texts.	Produce a selection of crafted and controlled writing .	Analyse and interpret significant aspects of texts.
Mode of assessment	Internal	Internal	External	External
Credits	5	5	5	5

	Achievement Standard 3.1	Achievement Standard 3.2	Achievement Standard 3.3	Achievement Standard 3.4
Standard Title	Investigate and critically respond to language use in a specified context.	Develop an informed understanding of literature using critical texts.	Critically respond to connections between texts.	Critically respond to a range of unfamiliar texts.
Mode of assessment	Internal	Internal	External	External
Credits	5	5	5	5