



National Qualifications Framework Levels 1–3, 2007

English

National Moderator's Report

NATIONAL MODERATOR REPORT FOR ENGLISH

General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgments are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide ‘rules’ but suggest different ways of assessing to the nationally registered standard.

GENERAL OVERALL ENGLISH COMMENT

Assessment consistency:

Achievement standard assessment is generally consistent with the national standard. While achievement standards assessment materials available at www.tki.org.nz have been most frequently used, there has been increased use of materials from other sources including materials available from English Online.

When developing their own assessment tasks for achievement or unit standards assessments, assessors should include exemplars of student performance. Assessors should note that TKI and English Online assessment tasks include specific examples of student performance so that they follow this practice in designing their own tasks.

Inclusion of assessment schedules:

It would be useful if schools always provided their annotated assessment schedules which clearly indicate judgements made for individual student’s work which would allow the moderators to be more specific in their comments.

Use of additional assessment rubrics:

Some assessors have developed extra rubrics or checklists, then assessed learners’ work based on these items rather than on the achievement or performance criteria from the standards used. Assessors must ensure that rubrics additional to the achievement criteria remain focused on the exact requirements of the criteria. Some rubrics have included an expanded list of requirements which have restricted learners from meeting the standard by going beyond the criteria and explanatory notes; or by omitting key requirements for achievement.

Some rubrics did not accurately reflect what was required for the standard. For example, achievement standard **90720: *Produce an extended piece of writing in a selected style***, the fourth criterion requires that conventions are used accurately at achievement, merit and excellence. In one instance, the rubric used did not accurately assess this criterion: at achievement, the rubric stated: “writing conventions mostly accurate perhaps one or two intrusive errors...”; at excellence: “writing conventions accurate with no errors...”. Assessors should refer to a following section

(**Standards Assessing Writing**) for guidance on how criteria assessing writing should be interpreted.

Standards where writing conventions are not assessed:

While developing accuracy in using writing conventions is an important aspect of learners' English programmes, assessors should note that the following standards do not assess the use of writing conventions:

- **90059: Produce a media or dramatic presentation:** the explanation of techniques used if presented in written form. (third criterion: Identify verbal and visual/dramatic techniques used and their intended effect.)
- **90060: Research, organise and present information:** the research presentation if presented in written form. (fourth criterion: Organise and present the information as a final product)
- Levels 1 and 2 wide reading (**8808: Read an inclusive range of written texts and record the reading experience, 12905: Read an inclusive variety of written texts and record the reading experience**): written responses to texts read. (pc 1.3: ...a brief personal response with specific reference to details of each text)
- Levels 2 and 3 thematic study (**8823: Investigate a theme across an inclusive range of selected texts, 8834: Investigate a theme across a range of selected texts and evaluate the outcomes of the investigation**): log of texts read; thematic investigation. (various pcs: brief personal response with specific reference to details within each text; theme linking all texts is explained with reference to details in each text; treatments of theme are discussed in terms of two similarities and two differences with detailed reference to at least two text; **8834** only: evaluation determines the value, interest, or effectiveness of the thematic study)
- Unit standards at Levels 1, 2 and 3 assessing close reading of written, oral or visual texts.

Standards where writing conventions are assessed:

Assessors should note that the use of writing conventions is assessed in:

- **90381: Investigate a language or literature topic and present information in written form** - refer to the later section '**Standards assessing research**'
- **90726: Complete independent research on a language or literature topic and present conclusions in writing** (third criterion: ... in an appropriate written format) - refer to the later section '**Standards assessing research**'
- All unit and achievement standards assessing writing.

Assessors should refer to subsequent sections for the standard of writing required in each case.

STANDARDS ASSESSING WRITING

LEVEL 1 STANDARDS: **90052: Produce creative writing, 8812: Produce transactional written text in simple forms, 8813: Produce poetic written text in simple forms**

LEVEL 2 STANDARDS: **90375: Produce crafted and developed creative writing, 90376: Produce crafted and developed formal transactional writing, 8825: Produce transactional written text in complex forms, 8826: Produce poetic written text in complex forms**

LEVEL 3 STANDARDS: **90720: Produce an extended piece of writing in a selected style, 8835: Produce sustained transactional writing in a range of complex forms, 8836: Produce sustained poetic writing in a range of complex forms**

Conditions for assessment:

The same conditions for assessment apply when assessing any internally assessed unit or achievement standard assessing writing at Levels 1, 2 and 3.

Assessors must be satisfied that the work is the learners'. Learners should complete internally assessed writing work in class. If the pieces are to be used for assessment, assessors should ensure that the extent of input does not compromise assessment validity; in other words, the writing is the learners', not the assessors'.

In a small number of writing standards submissions, assessors have written annotations identifying and commenting on individual errors throughout pieces of writing. The extent of these annotations or teacher input into learners' writing could invalidate the assessment.

Assessors should refer to the following Explanatory Note in all achievement standards assessing writing: "The learner must demonstrate an independent command of written English, including the accepted usage of writing conventions." If a piece of writing is for assessment, a teacher might indicate that certain types of errors (for example, grammar, punctuation, or spelling errors) require attention if a learner is to meet the fourth criterion (writing conventions). If a piece is for assessment, an assessor could annotate a small section of the work in order to indicate the nature of the errors that exist throughout the writing, which the learner then locates and corrects independently. While not stated in equivalent unit standards assessing writing, assessors should ensure that the same conditions apply.

Assessing writing conventions for all unit and achievement standards:

Level one: 90052, 8812, 8813

The assessment of spelling, grammar and punctuation still seems to present issues for some assessors. Spelling and punctuation patterns have been generally assessed with confidence, but assessors sometimes found it more of a challenge to acknowledge patterns of errors in grammar and syntax, including sentence fragments, participle use, order, tense and number mismatches.

Assessment of writing conventions should not be based on a counting of errors. Several combinations of reasons may result in a piece not meeting the standard required:

- for achievement (**90052**): "Use writing conventions without intrusive errors;" and for credit (**8812, 8813**). Some errors in conventions use are acceptable at achievement. Repeated or significant error patterns in syntax (eg: sentence fragments - where structures are not used intentionally; and 'run on' syntax); or other significant error patterns (eg: mixed tense sequences, mis-capitalisation, spelling errors) will result in writing that does not meet the standard for this criterion.
- Some random errors are acceptable for merit or excellence (**90052**): "Use writing conventions accurately."

Assessors should refer to the annotated exemplars in writing tasks available at www.tki.org.nz for further details.

It is important to emphasise that the same standard required to gain achievement for the conventions criterion in **90052** is also required to gain credit for P.C.1.4 in **8813**: "Final product is crafted to publication standard."

In this case, the **8813** range statement (“Publication standard means that technical accuracy in spelling, punctuation, and syntax is sufficient so that the writing could be published in a class or school newspaper or magazine with a few minor alterations”) should be viewed at Level 1 as synonymous with “Use writing conventions without intrusive errors” (fourth criterion, **90052**). The same interpretation should also be applied to the identical P.C. 1.4 in **8812**: Produce transactional written text in simple forms.

Level two: 90375, 90376, 8825 and 8826

Level three: 90720, 8835 and 8836

Using writing conventions accurately is also a requirement for achievement at all levels for all level 2 and 3 unit and achievement standards assessing writing, despite different terminology being used in unit standards. In **8825, 8826, 8835, 8836**, the performance criterion “Final product is crafted to publication standard” should be viewed as synonymous with: “Use writing conventions accurately” (fourth criterion, **90375, 90376, 90720**).

Other assessment aspects for standards assessing writing:

90052 and 8813:

90052 assesses similar outcomes to **8813**. Both standards require the same overall standard of writing to gain achievement (**90052**) and credit (**8813**), although assessors should note that the **8813** range statement requires two pieces of writing.

When assessing **8813**, teachers should refer to the NCEA Level 1 ‘achievement’ exemplars for the **90052** assessment tasks available at www.tki.org.nz. These exemplars provide an accurate indication of the standard required at credit for unit standard **8813**. When assessing either standard, assessors should treat all four criteria equally and holistically.

8812

A misunderstanding of the unit standard title, “in simple forms”, may have caused some submissions to falter because of a confusion between ‘simple’ text forms and overly simplistic explanations and instructions which could not meet requirements for writing appropriate to level 6 English curriculum achievement objectives. Instructions for changing a tyre and letters excusing students from school were two examples of writing tasks that did not give learners a fair opportunity to meet the standard because the tasks chosen did not hold sufficient depth or purpose.

Assessors should refer to the **8812** assessment tasks and exemplars available on English Online for further details on developing ideas and supporting examples (pcs 1.1, 1.2) to a sufficient depth and level for credit: <http://english.unitecology.ac.nz/resources/units/level1.html>.

90375 and 8826, 90376 and 8825

90376 assesses similar *formal writing* outcomes to **8825**. Both standards require the same overall standard of writing to gain achievement (**90376**) and credit (**8825**), although assessors should note that the **8825** range statement requires three pieces of writing at credit level. When assessing **8825**, teachers should refer to the NCEA Level 2 ‘achievement’ exemplars for the **90376** assessment activities. These exemplars provide an accurate indication of the standard required at credit for **8825**.

When assessing either standard, assessors should treat all four criteria equally and holistically. These guidelines are also identical for **90375** and **8826** (*creative writing*).

Assessors should refer to the Level 2 (**90375**, **90376** and **8825**) assessment tasks and exemplars available on TKI and English Online for further details on developing ideas and supporting examples to a sufficient depth and level for achievement or credit.

Assessors should note that these standards are derived from the Level 7 writing achievement objectives in English in the New Zealand Curriculum. Accordingly, for both internally assessed unit and achievement standards assessment, there is an expectation that ideas and crafting of the writing in particular will be increasingly sophisticated and developed (assessed by the first and second criteria).

90720, 8835, 8836

90720 assesses similar outcomes to both **8835** and **8836**. Both standards require the same overall standard of writing to gain achievement (**90720**) and credit (**8835; 8836**). While the **8835** and **8836** range statements include other forms not identified in **90720** Explanatory Note 2 (such as *literary essays and reports – 8835; poetry – 8836*), both standards require the same overall standard of writing to gain achievement (**90720**) and credit (**8835, 8836**) for common writing forms.

Teachers should note that the **8835** range statement requires four pieces of writing at credit level; the **8836** range statement requires three pieces of writing at credit level.

For relevant common forms, teachers should refer to the NCEA Level 3 ‘achievement’ exemplars for the relevant **90720** assessment tasks available at www.tki.org.nz when assessing **8835** and **8836**. These exemplars provide an accurate indication of the standard required for credit, as well as further details on developing ideas and supporting examples to a sufficient depth and level for achievement or credit.

When considering writing genre for **90720**, assessors’ attention is drawn to Explanatory Note 1: “It is intended that students at this level have the opportunity to explore and develop a writing genre of their choice and should present for assessment a substantial piece of writing in terms of length, sophistication or complexity, and degree of refinement.” The intention of this and subsequent Explanatory Notes 3 – 10 is to encourage writing in other genre apart from essays on literature which are already extensively assessed in externally assessed standards.

Assessors should note that these standards are derived from the Level 8 writing achievement objectives in English in the New Zealand Curriculum. Accordingly, for both internally assessed unit and achievement standards assessment, there is an expectation that the writing is clearly articulated and sustained. It should develop and support points of view, arguments or ideas appropriate to Level 8 achievement objectives. Assessors should look for structural coherence across a piece of writing which creates an integrated work carrying through its focus and subject.

STANDARDS ASSESSING PRESENTING

LEVEL 1 STANDARDS: **90059: Produce a media or dramatic presentation, 12417: Present a static image using verbal and visual features**

LEVEL 2 STANDARD: **12426: Present static images combining verbal and visual features**

LEVEL 3 STANDARD: **12458: Present static images based on analysis of a chosen genre**

Level one: 90059, 12417

90059 assesses similar outcomes to **12417**. Both standards require the same overall standard to gain achievement (**90059**) and credit (**12417**). In regard to presenting ideas using appropriate techniques, learners might benefit from explicit teaching around the static image that explores symbolic representation. The literal depiction of a quotation or a sketch of a scene from a selected text is not in itself sufficient for achievement or credit. Assessors should note that poor, hurried execution compromises the performance against first and second criteria; communication of ideas is hampered and techniques are not used appropriately.

In some instances for **90059**, it appeared the assessors had considered the written commentaries as more important than the quality of the actual images themselves. Assessors should refer to Explanatory Note 3: “The purpose of the third criterion in each grade is to establish the deliberate intentions of the student to incorporate identified effects into their own production. It is not expected that a full critical appreciation and analysis is supplied.”

12417, 12426 and 12458

If images are produced to a pre-production stage only, assessors should note that this means that the image and the techniques used have been worked through to a relatively developed and sophisticated form. For assessment purposes, a static image at a ‘pre- production stage’ can be interpreted as an image which is very close to its final completed form.

12426 and 12458

There are no nationally published Level 2 or 3 static image exemplars. Some assessors are awarding credit for static images which fulfil Level 1 achievement requirements only.

As an indication of the level of performance required to gain credit level for the Level 2 static image unit standard **12426**, images should be at least the equivalent of the merit (or excellence) **90059** exemplars (1.8) (available at http://www.tki.org.nz/r/ncea/english1_8studentwork/)

Assessors must include exemplars when submitting their own **12426** and **12458** tasks for moderation.

STANDARDS ASSESSING SPEAKING

LEVEL 1 STANDARDS: **90058: Deliver an oral presentation in a formal situation, 8816: Deliver transactional oral text**

LEVEL 2 STANDARDS: **90374: Deliver a presentation using oral and visual language techniques, 8828: Deliver transactional oral texts and evaluate their delivery**

LEVEL 3 STANDARDS: **90725: Construct and deliver an oral presentation, 8837: Conduct a seminar using a transactional oral text**

Moderation submissions for oral presentations:

Moderation submissions for any speaking standard should include filmed evidence submitted in standard VHS, CD-R, or DVD-R format. Finding suitable alternatives to sending filmed submissions that provide sufficient evidence for moderating oral language standards may prove challenging. A possible alternative to filmed evidence could be a fully annotated (by the assessor) transcript indicating in detail the delivery techniques used throughout a speech, as well as assessor notes about their appropriateness and effectiveness.

However, assessors should note that, in 2007, moderators have been unable to moderate oral submissions where assessment of student work has been submitted in written form only as check lists or commentaries, due to insufficient evidence of learners' actual oral presentations.

Assessors should refer to the guidelines set out in Assessment Matters A2006/005 in regard to the submission of evidence. If learners' presentations have been recorded on a number on tapes, discs or hard drives, a single compilation of students' oral presentations must be made in standard VHS, CD-R, or DVD-R format only and featuring only the presentations submitted for moderation. Before sending submissions in any of the accepted formats, assessors should test that sound and picture quality is adequate and that their compilation of students' oral presentations will play on a standard VCR player, computer and /or a domestic DVD player.

Comparability of unit and achievement standards:

90058 assesses similar oral language outcomes to **8816**. Both standards require the same overall standard of oral presentation to gain achievement (**90058**) and credit (**8816**).

90374 assesses similar oral language outcomes to **8828**. Both standards require the same overall standard of oral presentation to gain achievement (**90374**) and credit (**8828**), although assessors should note that the **8828** range statement requires two presentations at credit level.

8837 includes a significant additional assessment component to **90725** in the form of a facilitated discussion as part of a seminar.

Assessing the 'ideas' criterion:

Assessors need to refer to the time guidelines in TKI assessment tasks or exemplars. In 2007 some speeches or oral presentations were well under the three (**90058, 8816**), four (**90374, 8828**), or six (**90725, 8837**) minute guidelines. Close reference should be made to the exemplars for relevant speaking activities on the NCEA Level 1, 2 and 3 Speeches and Performances videos and DVDs issued to schools by the Ministry of Education. The Level 1 and 2 Speeches and Performances videos are available through www.vislearn.co.nz; the Level 3 Speeches and Performances DVD from Learning Media Limited.

Ideas expressed should be appropriate to Level 6 (**90058, 8816**), Level 7 (**90374, 8828**), or Level 8 (**90725, 8837**) speaking curriculum achievement objectives. Occasionally, strong presentation techniques overshadowed the assessment of other criteria, where merit or excellence was awarded without giving sufficient consideration to the substance of the ideas being presented.

In some **90725** and **8837** presentations, learners seemed to struggle with questioning and facilitating discussion where this was included. Simplistic and closed questions were asked by presenters at times. Assessors should focus on this area in preparatory work.

Assessing the 'techniques' criterion:

Assessors should note that learners who simply read their speeches do not meet the techniques criterion at any level. It is also important that learners understand what is required in terms of a range of appropriate presentation techniques. Some learners did little more than read from notes with no variation in presentation, either in visual or verbal terms.

Group presentations:

In any group presentation each student must have a significant role to be able to provide sufficient evidence for the assessment of each individual's contribution. A useful indication is that each individual's contribution should be at least three (Level 1), four (Level 2), or six (Level 3) minutes in length.

STANDARDS ASSESSING RESEARCH

LEVEL 1 STANDARD: **90060: *Research, organise and present information***

LEVEL 2 STANDARD: **90381: *Investigate a language or literature topic and present information in written form***

LEVEL 3 STANDARD: **90726: *Complete independent research on a language or literature topic and present conclusions in writing***

Moderation submissions for research:

When preparing moderation submissions for research standards, assessors are reminded that they should present evidence of learners meeting all the criteria for the standard. In some submissions, only the research reports were presented for moderation.

90060

While a greater breadth of topic choice is possible at Level 1 (at Levels 2 and 3, learners must research a language or literature topic), Level 1 research topics should be based on authentic English contexts and be relevant to the learners' English programmes. Topics that posed an overarching question, or a deliberately provocative statement lent themselves to drawing conclusions (fourth criterion) and forming judgements more readily than tasks in which learners simply set out to find out as much as they could about a topic. Topics should reflect Level 6 curriculum achievement objectives.

The first three criteria assess the research process and are identical at all levels.

Note: For 2008, assessors should note that these criteria will be conflated into one criterion: "Propose research questions, select relevant information from a range of referenced resources, and record information in an appropriate format." The following comments are also relevant to the single 2008 conflated criterion.

For the first criterion ("Plan research by stating topic, posing key questions and identifying possible sources"), learners should ensure they include their initial planning details indicating where they might find useful resources, in addition to the other requirements of the criterion. Learners should have the opportunity to demonstrate skills in setting up research by planning and developing their own individual research topics, rather than a single research topic being set for the whole class.

For the second criterion ("Collect, select and record relevant information, recording sources in an accepted format"), learners must provide evidence that they have selected information, not simply copied information with no attempt at selection, in addition to the other requirements of the criterion. Evidence for this criterion could be provided in a range of forms, including written notes or highlighted sections of printed materials. Regardless of how the information is presented, sources must be clearly acknowledged.

To gain achievement for the fourth criterion (“Organise and present the information as a final product.”), learners must organise and present information in a sufficiently clear way, usually by grouping findings under research questions or under sources used. “Organise and present information” means that learners are expected to include specific examples and details collected during their research.

- For achievement, learners must summarise information collected from earlier stages in the research process. Learners who merely copy information collected without any evidence of processing will not meet this criterion.
- To gain merit, learners must provide sufficient conclusions based on the information presented, which includes making a sufficient commentary based on the information presented.
- To gain excellence, learners must provide sufficient perceptive conclusions based on the information presented. At excellence level, such conclusions often make links across sources used, integrating information from more than one source as the basis for perceptive commentary.

At Level 1, the research presentation is usually made in written form, but can also be presented using other formats. Assessors should refer to Explanatory Note 5.

90381

The first criterion assesses the research process and is identical at all levels. For the first criterion (“Propose research questions and select relevant information from a range of referenced sources”), learners must provide evidence that they have selected information, not simply copied information with no attempt at selection, in addition to the other requirements of the criterion. Evidence for this criterion could be provided in a range of forms, including written notes or highlighted sections of printed materials. Regardless of how the information is presented, sources must be clearly acknowledged. A bibliography is required. Assessors should refer to exemplars in Level 2 research tasks available at www.tki.org.nz for acceptable formats.

Care should be taken in the topics selected and the research questions proposed to allow for the interpretation of information (at merit) and qualitative judgements (at excellence) when assessing the second criterion. Topics should reflect Level 7 curriculum achievement objectives and be relevant to learners’ literature or language programmes. As with research at other levels, learners should have the opportunity to demonstrate skills in setting up research by planning and developing their own individual research topics. Assessors are reminded of Explanatory Note 2: “The subject of research must be related to the students’ study of English literature or language texts and be of sufficient depth and breadth to provide opportunity for relevant conclusions to be drawn and presented.” In some instances the choice of literature or language texts, or the manner in which the texts were investigated, led to some limited learner responses that did not reflect the level of investigation or text selection appropriate to Level 7 curriculum achievement objectives. There is an expectation that the commentary and opinions based on information presented will be increasingly developed and insightful, especially at excellence level. For excellence, learners have often integrated commentary on various sources based on the information presented. Assessors should refer to Explanatory Note 5.

This standard can contribute towards a learner’s writing credits for University Entrance literacy purposes. At Level 2, the research presentation must be written in an appropriate report format. Reference should be made to Explanatory Note 9 which describes a structure appropriate for a written report.

When assessing the third criterion at achievement and merit levels (“Structure and organise information and ideas in an appropriate written format”), assessors are reminded that “an appropriate written format” also means that writing conventions are used with a reasonable degree of accuracy. While the standards of accuracy are not quite those expected for assessment of the fourth criterion of **90375** and **90376** (where a few random errors, or minor editing lapses, are acceptable), assessors should note that, as a guideline, the minimum standard of conventions use required is that conventions are used without intrusive errors (refer to **90052**). When assessing the third criterion at excellence level (“Structure and organise information and ideas in an appropriate and effective written format”), assessors should note that the minimum standard of conventions use required is that conventions are used accurately (refer to **90375** and **90376**). This criterion also requires that information and ideas are structured and organised.

90726

Topics should reflect Level 8 curriculum achievement objectives and be relevant to the learners’ literature or language programmes. As with research at other levels, learners should have the opportunity to demonstrate skills in setting up research by planning and developing their own individual research topics. Assessors are reminded of Explanatory Note 2: “The subject of research must be related to the students’ study of English literature or language texts and be of sufficient depth and breadth to provide opportunity for relevant conclusions to be drawn and presented.” In some instances the choice of literature or language texts, or the manner in which the texts were investigated, led to some limited learner responses that did not reflect the level of investigation or text selection expected at Level 8 of the English curriculum.

The first and second criteria assess the research process and are identical at all levels. For the first criterion, the research questions proposed must allow candidates to “formulate questions that extend from existing information and encourage research into new areas.” (Refer to Explanatory Note 2). The research questions should be suitably framed so that candidates can “present findings” (at achievement); “develop judgements” (achievement with merit); and “consistently develop original, perceptive judgements” (achievement with excellence).

For the second criterion (“Select relevant information from a range of referenced sources”), learners must provide evidence that they have selected information, not simply copied information with no attempt at selection, in addition to the other requirements of the criterion. Evidence for this criterion could be provided in a range of forms, including written notes or highlighted sections of printed materials. Regardless of how the information is presented, sources must be clearly acknowledged. A bibliography is required. Assessors should refer to exemplars in Level 3 research tasks available at www.tki.org.nz for acceptable formats.

For the third criterion, assessors should note that “conclusions refers to analysis and/or judgements and/or commentary” (Refer to Explanatory Note 8), based on the research information selected. Some assessors are interpreting the term “conclusions” too narrowly. In some cases, learners are being assessed only on their ability to collect information and write down details gathered rather than on presenting sufficient analysis or judgements based on this information, as required by the criteria.

Teachers should note that the third criterion now includes: “in an appropriate written format” at all levels in version 2 of **90720**. At Level 3, the research presentation must be written in an appropriate report format. Reference should be made to Explanatory Note 11.

At Level 3, “an appropriate written format” also means that writing conventions are used accurately. Explanatory Note 11 also states that “the report would be expected to show accurate use and control of writing conventions” (refer to *90720*).

STANDARDS ASSESSING THEME STUDY

LEVEL 2 STANDARD: *8823: Investigate a theme across an inclusive range of selected texts*

LEVEL 3 STANDARD: *8834: Investigate a theme across a range of selected texts and evaluate the outcomes of the investigation*

Text selection:

Texts chosen should be appropriate to Level 7 (*8823*) or Level 8 (*8834*) curriculum achievement objectives, or have characteristics that enable learners to meet the level of analysis appropriate to that curriculum level. On occasions, this might mean that one or two simpler texts (such as song lyrics) have been included to develop a broad and interesting range of texts pertinent to the theme selected. However, the majority of the texts selected should be at the appropriate curriculum level. Theme studies can be based on teacher selected texts, or learner selected texts, or a combination of the two.

Presenting the outcomes of the theme investigation:

Assessors should note that learners should fully explain the theme linking the texts, usually in a written report form. This should include an analysis of at least two similarities and two differences in terms of the theme treatment, supported by appropriately detailed references from the selected texts. Assessors should refer to the *8823* and *8834* assessment tasks and exemplars available on English Online which indicate how the outcomes of the theme investigation could be presented:
<http://english.unitecology.ac.nz/resources/units/level2.html>.
<http://english.unitecology.ac.nz/resources/units/level3.html>.

STANDARDS ASSESSING WIDE READING

LEVEL 1 STANDARD: *8808: Read an inclusive range of written texts and record the reading experience*

LEVEL 2 STANDARD: *12905: Read an inclusive variety of written texts and record the reading experience*

Responses to reading:

The focus for both wide reading standards is the learner’s response to their own reading. Responses should be written and demonstrate a personal understanding of, engagement with, or viewpoint on each selected text, supported by at least two relevant specific details. Some learners had written long analyses that went far beyond what is required for a personal response. The spirit of the standard is to encourage learners to enjoy and respond to personal reading, rather than use it as a way to practise literary essay writing skills or exam technique. There is no time limit on this standard; it is inappropriate to complete it under examination conditions.

While learners should write their responses to their reading, assessors need to be aware that the technical or stylistic accuracy of the written responses is not being assessed. Learners could give two opinions focusing on different aspects of one text, then support each opinion with one relevant specific detail.

The details used to support opinions might include quotations, but that is not required by pc 1.3. In some submissions, the link between the personal response and the two specific details was tenuous or avoided completely. Assessors should also note that plot summaries with minimal personal response do not meet the standard.

Text selection:

Assessors should note that it is important that either all - or almost all - of the texts selected are appropriate to curriculum level 6 (**8808**) or level 7 (**12905**). In all cases, learners must read all texts themselves. Complete texts read aloud to the class cannot be included for wide reading.

Guidance regarding approaches for selecting texts appropriate to curriculum level can be found in the **8808** and **12905** tasks available on English Online:

- What does the text deal with?
- Who does the text feature?
- How is the text written?
- For whom is the text intended?

These tasks also include examples of selections of six texts at curriculum level 6 (**8808**) and of nine texts at curriculum level 7 (**12905**). See

<http://english.unitecology.ac.nz/resources/resources/ncea/student-resources/8808.html>

<http://english.unitecology.ac.nz/resources/resources/ncea/student-resources/12905.html>

Range statements:

For **8808**, reading an “inclusive range of written texts” means reading within at least two text categories. Single short stories and poems can be included without the requirement that they are selected from wider reading of collections or anthologies.

For **12905**, reading an “inclusive variety of written texts” means reading within at least three text categories. For short stories or poems, responses can be based on one short text selected from a poetry anthology or a collection of short stories, as required in the range statement. However, evidence also must be presented that the learner has read more than the single short text which has been used as the basis for the wide reading response. This evidence can be presented in a range of ways, including a list of other short stories or poems read (or the title if a complete collection or anthology has been read) in addition to the text selected for the response. The poems or short stories read can be drawn from more than one source. Learners do not need to read complete anthologies or collections.

‘Extended magazine articles’ in the range statement can be interpreted as extended articles from a variety of print or electronic media sources.

To guide learners in their text selections for both standards, assessors should use the suggested minimum number of short texts and the maximum number of extended texts recommended in the wide reading activities available on English Online.

In selecting inclusive “ranges” (**8808**) or “varieties” (**12905**) of texts, learners should also include:

- texts with cultural perspectives linked to New Zealand, to other countries and ethnicities
- texts and/or authors with established critical reputations
- texts that are written by both male and female writers, or feature characters or viewpoints from both genders.

STANDARDS ASSESSING CLOSE READING

ALL LEVEL 1, 2 and 3 UNIT STANDARDS ASSESSING CLOSE READING OF ORAL, WRITTEN AND VISUAL TEXTS

Assessing the analysis of ideas, features or techniques:

In some submissions, it was evident that learners had not clearly understood the instructions in terms of the levels of response required according to the performance criteria. Some criteria specify “analysis”, but many learners were not presenting analytical statements.

Terminology in the task instructions must be correct. Instructions or questions should use the same instructional vocabulary as appears in the performance criteria and range statements. Some learner responses included only explanation and not analysis, which requires a more sophisticated level of interpretation. There was at times misinterpretation of the requirements of the ‘reading’ verb in instructions, so that when the performance criteria required learners to “analyse”, the task given asked them only to complete the more simple skill of “explaining.” At times, learners’ answers:

- simply paraphrased the example
- were little more than a basic description of superficial effects, or gave no effect and just explained what the term meant
- analysed effects in a generalised way that did not meet the standard. Specific reference and commentary linked to the example given is required.

In some submissions, unsuitable texts were included for close reading. The texts used did not provide learners with sufficient opportunities to meet performance criteria, or included only superficial features which were unsuitable for analysis at an appropriate level.

Close reference should be made to the **12420: Read transactional written text closely** and **12419: Read poetic written text closely** assessment tasks available via English On Line and ESOL On Line for exemplification of levels of analysis required for particular performance criteria:

http://english.unitecology.ac.nz/resources/units/12419_adolescence/home.html

http://english.unitecology.ac.nz/resources/units/12420_growing_up/home.html

http://english.unitecology.ac.nz/resources/units/12420_on_location/home.html

http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/bigc/home_e.phphttp://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/big_cities/home_e.php

Techniques used to shape texts:

The performance criterion requiring comment on techniques used to shape texts was at times not met by learners. It would assist learners if guidance were given in the task in regard to techniques that might be identified relevant to the text, such as narrative techniques, structural elements or featured techniques including recurring motifs, symbols or stylistic elements.

Use of answer templates:

The use of pre-prepared answer sheets or templates can give learners a useful indication of the length and level of detail in the evidence they should present. Instructions should be clear so that learners know how many points they need to make to achieve the standard.

Assessors should ensure that templates do not give too much direction to learners so that the answers cannot therefore be considered as the learners' own work. In some cases, learners had been inappropriately supported through heavily modelled templates where learners in effect could essentially copy answers from the modelled sections, making the close reading assessment invalid. On the other hand, some learners were given only the performance criteria as de facto questions and therefore received insufficient guidance.

In some instances, close reading answers were presented in an essay form. While it is possible to present evidence for close reading in this way, assessors should note that, in 2007, it proved difficult for learners to present sufficient evidence in essay form in order to meet the multiple requirements of various performance criteria.

Range statements:

For most close reading standards, assessors are reminded that the range is for two texts so that the elements should essentially be met twice. It is possible for learners to assemble sufficient evidence from close reading answers from more than two written, oral or visual texts appropriate to the close reading standard completed. Learners do not necessarily have to study two entire texts (e.g. two feature films) to complete these standards: two unfamiliar excerpts from one long text are sufficient.