

## English NCEA NZC Level 1

### Subject Learning Outcomes for Assessment

Companion to the English Learning Matrix

#### **What are the Subject Learning Outcomes and how can I use them?**

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard, and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.



Achievement Standard 1.1 (91924): Demonstrate understanding of how context shapes verbal language use (5 Credits)

What is being assessed	Subject Learning Outcomes
Understanding of context	<p>Students are able to:</p> <ul style="list-style-type: none"><li>• describe elements of the context that surrounds a selected source material. This involves describing the context in which language is produced (such as the audience, purpose, situation, time, and place), as well as the intentions of the language user and the characteristics of the audience.<ul style="list-style-type: none"><li>○ For higher levels of achievement, this involves describing context thoroughly (in depth and/or detail).</li></ul></li></ul>
Knowledge of verbal language	<p>Students are able to:</p> <ul style="list-style-type: none"><li>• describe the features of verbal (ie, written or oral) language used in the identified context of the source material. This involves accurately identifying and describing features of language such as vocabulary choices, tone, register of formality, structural devices, and language features used.</li></ul>
Understanding of the relationship between context and verbal language	<p>Students are able to:</p> <ul style="list-style-type: none"><li>• describe how selected verbal language features are typical of the context of the source material. This involves describing the functions and qualities of verbal language, and the effects created, in a selected context.</li><li>• for higher levels of achievement:<ul style="list-style-type: none"><li>○ explain how specific examples of verbal language connect to each other and are influenced by elements of the context</li><li>○ draw conclusions about the interaction of the context and specific examples of verbal language. This could involve making interpretations about the relationship between context and language; consideration of atypical usage and the effect of this within the context; or discussing why language users make specific language choices, and the effect of these choices.</li></ul></li></ul>
Use of examples	<p>Students are able to:</p> <ul style="list-style-type: none"><li>• include specific examples of language from their source material, and provide the source material in written form, such as a transcript or link. This involves supporting descriptions, explanations, and conclusions with directly linked quotations and/or specific examples.</li></ul>

Achievement Standard 1.2 (91925): Demonstrate understanding of specific aspects of studied text (5 Credits)

What is being assessed	Subject Learning Outcomes
Understanding of specific aspects of text	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>describe specific aspects of a written, visual, or oral text. This involves describing how specific aspects of a text create meaning for the audience (reader, viewer, or listener). Aspects can be broad and over-arching, or focussed on the finer detail of texts, or a mixture. Aspects may include character (for example, internal or external conflict, relationships), themes or ideas, setting (for example, time and place), plot, style, purposes, language features (for example, figurative language, syntax, symbolism, vocabulary), structures (for example, text organisation, narrative point of view, beginnings and endings), and/or any other relevant aspects.</li> </ul>
How engagement and viewpoints are created	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>describe how aspects of text create engagement with, or viewpoints on, a text. This involves describing how selected aspects of text generate a reaction or influence the intended audience. This may include describing personal understandings (exploring how the aspects have a personal impact or connection, offering personal viewpoints) and/or viewpoints of others within and beyond the text, potentially taking a more objective stance.</li> <li>for higher levels of achievement: <ul style="list-style-type: none"> <li>explain how aspects of text work together to create engagement with, or viewpoints on, the text(s). This could involve explaining how specific aspects connect, or explaining connections across studied texts or to other texts</li> <li>discuss aspects of text in relation to each other and/or the author's purpose or wider context, for example, considerations of community, society, or the wider world. This may include reflecting on the influences that knowledge, experience, and ideas from social, cultural, literary, political, or historical contexts have on constructing meaning from a text.</li> </ul> </li> </ul>
Use of examples	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>incorporate specific and relevant details from the studied text(s) in their response. This involves supporting descriptions, explanations, and conclusions with directly linked details, such as quotations or specific examples.</li> </ul>



Achievement Standard 1.3 (91926): Demonstrate ideas in writing using stylistic and written conventions (5 Credits)

What is being assessed	Subject Learning Outcomes
Development of ideas	<p>Students are able to:</p> <ul style="list-style-type: none"><li>• develop and build ideas in a piece of writing for an identified audience and purpose. This involves:<ul style="list-style-type: none"><li>○ following the different stages of the writing process: planning, drafting, editing and proofreading independently</li><li>○ writing text types such as personal accounts, narratives, poems, reports, essays, or other appropriate text types</li><li>○ developing and building ideas by adding details, comments, explanations, or examples appropriate to the text, throughout a piece of writing.</li></ul></li><li>• for higher levels of achievement:<ul style="list-style-type: none"><li>○ develop increasingly complex ideas that are connected (logically and effectively sequenced, reference or relate to each other, and contribute to and enhance each others' meaning)</li><li>○ develop ideas that are insightful (show sophistication, explore multiple possible interpretations or perspectives within the text and/or for audience) and command attention (are compelling and encourage the audience to continue to engage with the text).</li></ul></li></ul>
Use of stylistic conventions	<p>Students are able to:</p> <ul style="list-style-type: none"><li>• use stylistic conventions appropriate to the identified audience and purpose. This involves incorporating stylistic features (the ways in which language choices are arranged to create clarity and variety in a text, such as vocabulary selection and syntax), language features (the specific language techniques that create or support meaning, such as figurative language (such as metaphor, simile, personification) and sound devices (such as onomatopoeia, alliteration, assonance)), and structural features (the ways that a text is shaped or organised, such as paragraphing, sequencing/transitions, and the use of a clear opening, middle, and end).</li><li>• for higher levels of achievement:<ul style="list-style-type: none"><li>○ use stylistic conventions with effect (where the use of features is consistent throughout to create specific meanings, to enhance the development of ideas, and create a clear overall tone)</li><li>○ use stylistic conventions to command attention (where the use of features is compelling and encourages the audience to continue to engage with the text because they are thoughtful, discerning, striking, or original, or contribute to a distinctive voice).</li></ul></li></ul>

Use of written conventions	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• follow the established rules for making writing comprehensible. This involves using written conventions appropriately for text type, audience, and purpose, and writing without error patterns that disrupt or hinder meaning. This includes spelling, grammar, punctuation, use of vocabulary, syntax, and stylistic features, and any other text conventions relevant to text type, audience, and purpose.</li> <li>• for higher levels of achievement: <ul style="list-style-type: none"> <li>○ use written conventions with accuracy (so that the writing only contains minor errors)</li> <li>○ use written conventions with control.</li> </ul> </li> </ul>
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**Achievement Standard 1.4 (91927): Demonstrate understanding of significant aspects of unfamiliar texts (5 Credits)**

What is being assessed	Subject Learning Outcomes
Understanding of significant aspects of texts	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• describe significant aspects of unfamiliar texts, including text written by a Māori author. This involves identifying and describing those aspects of different unfamiliar texts that create meaning for the reader, such as purposes and audiences, ideas (such as character, theme, setting), language features (such as figurative language, style, syntax, symbolism, vocabulary), structures (such as part text, whole text, narrative), text conventions (spelling, punctuation, grammar), and any other relevant aspects.</li> </ul>
How meaning and effects are created	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• infer and describe a text creator's intentions regarding selection and use of significant aspects. This involves describing how the significant aspects support the text creator's communication of ideas and/or the aspects' impact on the reader.</li> <li>• for higher levels of achievement: <ul style="list-style-type: none"> <li>○ explain how significant aspects of texts work together to create meaning and effects</li> <li>○ discuss how the significant aspects within a text may relate to both the writer's intentions or aspects of wider context. This may include reference to writer's purpose, wider contexts (such as human experience, society, and the wider world) or other appropriate aspects.</li> </ul> </li> </ul>
Use of examples	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• incorporate specific and relevant details from the unfamiliar text(s) to support their description of significant aspects. This involves supporting descriptions, explanations, and discussions with details such as quotations or specific examples.</li> </ul>



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|  | <ul style="list-style-type: none"><li>○ For higher levels of achievement, this involves judicious selection of evidence supporting an explanation or discussion through weaving and exploring a range of well-chosen details into responses.</li></ul> |
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