

A resource for teachers

# Aligning the NCEA Co-requisite and the refreshed NZC

**Reading:** US 32403 Demonstrate understanding of ideas and information in written texts

The Co-requisite Common Assessment Activities (CAA's) assess when students have control of Phase 3 and have begun to work at Phase 4 of the New Zealand Curriculum (NZC). If students are not at this level, they are not ready for the CAA's.

It is expected that the prior knowledge students gain from Phase 1-3 of the NZC is carried over and informs their learning to support the alignment with the Co-requisite.

NCEA Co-requisite standard <a href="#">32403</a>		Refreshed English Curriculum		Phase 4	
		Strand: Text Studies		Knowledge: <i>The facts, concepts, principles, and theories to teach.</i>	Practices: <i>The skills, strategies, and applications to teach.</i>
Outcome 1: Demonstrate understanding of written texts.					
Performance criteria  1.1 Process information and identify important ideas.		Textual and Critical Analysis	Features of text	• Text forms and genres are selected and adapted by authors to achieve specific purposes.	• Examining features of text across a range of forms, explaining how features of text work together to shape meaning and create effects

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<p><b>1.2</b> Make links within texts using text structures and language features. Range may include but is not limited to – layout, headings, illustrations, cohesive devices.</p> <p><b>1.3</b> Identify the meaning of vocabulary essential to understanding the text. Range may include but is not limited to – specialised, topic-specific, general, academic.</p>	<b>Textual and Critical Analysis</b>	<b>Features of text</b>	<ul style="list-style-type: none"> <li>• Characterisation, plot, setting, ideas, narrative perspective, trope, language, style, and structure are key tools authors use to shape meaning.</li> <li>• Features of text can be examined individually and together to support interpretation of meaning, reveal underlying themes, and allow connections with the text to emerge.</li> <li>• Media and digital media texts use deliberate language, structure, and multimodal features to establish credibility and influence how audiences respond to, interpret, and share information.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing how features are used across different forms and genres to shape meaning and influence audience response.</li> <li>• Evaluating how effectively features are used to communicate ideas, guide audience expectations, and create effects.</li> </ul>
<b>Outcome 2:</b> Evaluate written texts with critical awareness.				
<p><b>Performance criteria</b></p> <p><b>2.1</b> Identify and make links between audience, purpose, and writer point-of-view.</p>	<b>Textual and Critical Analysis</b>	<b>Context and purpose</b>	<ul style="list-style-type: none"> <li>• Understanding the context in which a text was written may provide deeper insights into the text's themes, characters, and meaning, as well as the author's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Examining the literary, historical, cultural, and social context of a text.</li> </ul>

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<p><b>2.2</b> Evaluate the reliability and credibility of the text and/or the writer.</p> <p>Range may include but is not limited to – bias, stereotypes, missing or contradictory information.</p>			<ul style="list-style-type: none"> <li>• Authors have specific purposes for writing; their purpose influences the deliberate choices they make about the language, structure, style, and tropes in their texts.</li> <li>• Texts often reflect and respond to their context, and may include or exclude particular ideas, groups, or perspectives, which can provide insight into the wider societal values and issues of their time.</li> <li>• Evidence within a text can be used to develop and support interpretations of the author's purpose.</li> <li>• Misinformation (false information shared by mistake), disinformation (false information shared deliberately), and malinformation (true information shared to harm) can appear in texts, particularly in media and digital media texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing conclusions about an author's purpose by examining a text's content, structure, language, and style.</li> <li>• Identifying and interpreting explicit and implicit perspectives and portrayals of groups of people in a range of texts, and the effect of what or who is and is not included.</li> <li>• Interpreting evidence from a text to support conclusions about the author's purpose and meaning.</li> <li>• Identifying misinformation, disinformation, and malinformation in media and digital media texts by examining indicators such as emotional language, unreliable sources, misleading purpose, or manipulated or missing context.</li> </ul>

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Outcome 3: Process written texts for different purposes.				
<p><b>Performance criteria</b></p> <p><b>3.1</b> Select and evaluate the relevance of texts according to the reader’s purpose.</p> <p><b>3.2</b> Locate and use information across a range of texts according to the reader’s purpose.</p> <p>Range may include but is not limited to – compare, contrast, summarise, link.</p>	Textual and Critical Analysis	Interpretations and connections	<ul style="list-style-type: none"><li>• Connections can be made between a text and other texts, personal experiences, and the wider world.</li><li>• Texts by authors from New Zealand may connect to both a global literary tradition and one that is unique to New Zealand.</li><li>• Interpretations are strengthened when supported by evidence from the text.</li><li>• A reader’s own historical, cultural, and social background can influence how they interpret a text.</li></ul>	<ul style="list-style-type: none"><li>• Examining connections between a text and other texts, personal experiences, and the wider world.</li><li>• Analysing factors that lead to varied interpretations among readers.</li><li>• Supporting connections and interpretations with specific evidence from a text.</li></ul>
		Response to texts	<ul style="list-style-type: none"><li>• Reading purpose influences response (e.g. a text read for pleasure may inspire emotional, imaginative, or personal responses, whilst a text read for analysis may require structured, critical, or comparative responses).</li><li>• Some responses to a text may be intended by the author, others may not be.</li><li>• Response to text can be public (reviews, promotional presentations) or private (journalling, reading logs,</li></ul>	<ul style="list-style-type: none"><li>• Engaging respectfully with differing responses and multiple viewpoints that are not their own.</li><li>• Considering various viewpoints to refine their own interpretation and to identify deeper layers of meaning.</li></ul>

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			text annotations), and may inform future reading.	



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