

EXPLORE ENGLISH	EXENG	2026	ENGLISH
-----------------	-------	------	---------

Explore English provides a foundation for developing critical thinking, reading, and writing skills that are essential for academic success. In this course, you will learn to understand and respond to a variety of texts, exploring how language is shaped by context and purpose. You will also refine your ability to communicate ideas effectively through structured, well-developed writing.

Through close reading, analysis, and creative expression, this course encourages you to engage thoughtfully with language and literature. It aims to build your confidence in interpreting unfamiliar texts, forming evidence-based responses, and applying stylistic conventions in your own writing. These skills will support your progress not only in English, but across all areas of learning.

LEVEL 1 ENGLISH

Provides a foundation for developing critical thinking, reading, and writing skills that are essential for academic success.



UNDERSTAND HOW CONTEXT SHAPES LANGUAGE USE Explore how the context of a text influences its language, tone, and purpose	DEVELOP IDEAS IN WRITING Learn to develop ideas using stylistic devices and conventions
UNDERSTAND UNFAMILIAR TEXTS Engage with and analyse unfamiliar texts	FORM PERSONAL RESPONSES TO TEXTS Develop personal, evidence-based responses

By the end of this course, you will have honed your analytical and writing skills, equipped to tackle both familiar and unfamiliar texts in a variety of contexts.

You will engage with a range of texts and develop essential skills in reading, writing, and critical thinking. Focusing on both written, visual, oral and verbal texts, students will:

- **Understand how context shapes language use:** You will explore how the context of a text influences its language, tone, and purpose. This will include analysing how culture, audience, and setting (context) affect the way language is used in various forms of communication.
- **Develop ideas in writing:** Through creative and formal writing tasks, you will learn to develop their ideas using stylistic devices and conventions appropriate for different genres and audiences. This will include refining your ability to organise, express, and communicate your ideas clearly and effectively.
- **Understand unfamiliar texts:** You will be challenged to engage with and analyse unfamiliar texts. This will involve understanding and identifying key ideas, themes, and techniques, allowing you to develop a deeper appreciation for a wide range of literary and non-literary works.
- **Form personal responses to texts:** You will read a variety of texts independently and develop personal, evidence-based responses. You will learn to support your interpretations and opinions with clear, coherent arguments grounded in textual evidence.

By the end of this course, you will have honed your analytical and writing skills, equipped to tackle both familiar and unfamiliar texts in a variety of contexts.

ASSESSMENT OPPORTUNITIES

STANDARD(S)												
ESTIMATED DUE DATE	STANDARD & VERSION	NCEA SUBJECT	LEVEL	STANDARD TITLE	CREDIT TOTAL	<u>LIT</u>	<u>NUM</u>	<u>UE R</u>	<u>UE W</u>	I/E	ASSESSMENT MODE	FURTHER ASSESSMENT OPPORTUNITY
End Term 1	91924 (3)	ENGLISH	1	Demonstrate understanding of how context shapes verbal language use	5	Y	NO	NO	NO	I	Report	Y
	91926 (3)	ENGLISH	1	Develop ideas in writing using stylistic and written conventions	5	Y	NO	NO	NO	I	Written	Y
	91927 (4)	ENGLISH	1	Demonstrate understanding of significant aspects of unfamiliar texts	5	Y	NO	NO	NO	E	Exam	Y
	91106 (2)	ENGLISH	2	Form developed Personal Responses to independently read texts supported by evidence	4	Y	NO	Y	NO	I	Portfolio	N
SUBJECT ENDORSEMENT - NOT AVAILABLE				SUBJECT CREDIT TOTAL		19						

FREQUENTLY ASKED QUESTIONS

- **What happens if I am struggling to meet a deadline?**
 - *If you have a legitimate reason, you can apply for an extension. More information and the extension form can be found [here](#).*
- **Can I use AI in my assignments?**
 - *Usually not for assessed work, but on occasion yes, depending on what stage of the assignment you are at. Using AI can often result in a [breach of NCEA rules](#). Please read [the Authenticity section](#) on Te Hinaki carefully and ask your teacher for guidance before you use AI.*
- **Can I get a resubmission on assessments?**
 - *Resubmissions may be offered if, in the opinion of the teacher assessing it, you are close to the Achieved grade boundary. More information about this can be found [here](#).*
 - *If you think there has been a mistake with how your assignment has been graded, there is an appeals process you can follow. Go [here](#) for more information.*
- **What's the difference between a RESUBMISSION and a FURTHER ASSESSMENT OPPORTUNITY?**
 - *A **resubmission** may be offered by your teacher after an assessment has been marked if, at the teacher's discretion, your work was given NOT ACHIEVED but is close to the ACHIEVED boundary. A resubmission will allow you to do extra work for a short period of time (usually about an hour), without any further teaching, to bring the grade from a NOT ACHIEVED to an ACHIEVED. No higher grade than this is possible for a resubmission.*
 - *A **further assessment opportunity** is a brand new assessment task for a Standard that is offered to students after further teaching has occurred. This is offered to all students in the course, although not everyone is obliged to take it up. The higher of the two grades will be reported to NZQA. Because further assessment opportunities require extra teaching time and extra time to complete the assessment it is often not feasible for further assessment opportunities to be offered.*