



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## Internal Assessment Resource

### English Level 3

This resource supports assessment against:

Achievement Standard 91475

Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas

**Resource title: Two from one**

6 credits

This resource:

- Clarifies the requirements of the Standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by	December 2012
Ministry of Education	To support internal assessment from 2013
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number A-A-12-2012-91475-01-6096
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement Standard English 91475:** Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas

**Resource reference:** English 3.4B

**Resource title:** Two from one

**Credits:** 6

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 91475. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the Standard and assessing students against it.

### Context/setting

This activity requires students to select a theme and produce at least two pieces of fluent and coherent writing that explore different text types based on that theme.

Students can prepare for this task by reading widely on their selected theme, as well as by exploring themes in literature studies both during in-class and out-of-class time.

Students need to select at least two pieces to rework and present for assessment. Length is not the primary consideration. However, it is unlikely that pieces that are shorter than 650 words will give students the opportunity to demonstrate their skills in crafting fluent and coherent writing. The final grade is awarded to a 'selection of writing', and based on a holistic judgement across the two pieces.

### Conditions

This assessment task will take place over an extended period of time. Students will need regular checkpoints to ensure the authenticity of their work. Drafts should be stored and/or printed to document the process. Choose a suitable method to ensure authenticity of the students' work. For example, you could use learning management systems (such as Moodle, ePortfolios, or blogs) or other electronic or paper methods.

Students should have the opportunity to receive feedback, edit, revise, and polish their work before an assessment is made. You can make suggestions about areas where further development is needed, but constructive feedback should not compromise the authenticity of the students' work.

### Resource requirements

None.

## **Additional information**

Opportunities exist to connect students' crafted writing to the assessment of other Standards such as:

- Achievement Standard English 3.7 (91478): Respond critically to significant connections across texts, supported by evidence
- Achievement Standard English 3.8 (91479): Develop an informed understanding of literature and/or language using critical texts.

Wherever such integration between different parts of the programme occurs, you must ensure that the work presented for each assessment is developed sufficiently to meet the criteria for each Standard. In all such cases you should refer closely to each relevant Standard, including the explanatory notes and the conditions of assessment guidelines.

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Achievement	Achievement with Merit	Achievement with Excellence
Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and is convincing.	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and commands attention.

### Student instructions

#### Introduction

This activity requires you to create at least two pieces of fluent and coherent writing using two different text types to explore the theme of control. It is your choice to decide whether the control is present in a dystopian context or not. The texts you write can be of any type, for example, poetry, narrative, personal accounts, scripts, reports, essays, columns, editorials, or articles.

At least two pieces of your writing will be assessed. The assessment will be based on how effectively your ideas are developed, sustained, and structured and how language features are used to create fluent and coherent writing.

**Submission date – End of Term Three**

#### Task

Using the theme of control, develop at least two different pieces of writing using different text types.

Write a statement of intent that clearly explains:

- why you have chosen each text type
- how each text type meets your purpose
- how you are going to communicate your ideas in each text
- how you intend to engage your audience.

Over the year you could produce several pieces based around the same theme. Your teacher will give you feedback during this process. As you progress, compare your texts to your original statement of intent and, if necessary, make changes. You may decide to refine your statement of intent.

From your collected writings, choose at least two pieces to craft (rework, reshape) and submit for assessment. Make sure that each piece of writing you submit:

- develops, sustains, and structures your ideas coherently and fluently
- demonstrates an understanding of the targeted audience and text purpose
- includes controlled, fluent writing by selecting and integrating ideas, language features, and structure appropriate to your purpose and targeted audience
- shows accurate use of written text conventions.

You will be assessed on the quality of your structured ideas and writing and the extent to which you show discerning and sophisticated understanding of purpose and audience.

Length is not the primary consideration. However, it is unlikely that pieces shorter than 650 words will give you the opportunity to demonstrate your skills in crafting fluent and coherent writing.