



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

## Internal Assessment Resource

### English Level 2

This resource supports assessment against:

Achievement Standard 91101

Produce a selection of crafted and controlled writing

**Resource title: Now, there's a novel idea!**

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

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Ministry of Education

To support internal assessment from 2012

Quality assurance status These materials have been quality assured by NZQA.

NZQA Approved number: A-A-11-2011-91101-01-5002

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 91101:** Produce a selection of crafted and controlled writing

**Resource reference:** English 2.4B

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**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 the Achievement Standard English 91101. 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 develop, sustain, and structure ideas in a selection of crafted and controlled writing based on their literature studies. The students can choose the text type, but must include at least two different text types.

Students are required to state the purpose and audience of their writing in a statement of intent before they begin. This will help the teacher understand what effects the students are aiming to achieve in their writing.

### Conditions

Students can read texts, collect information, and develop ideas for their writing both in- and out-of-class time. This activity can take place over an extended period of time.

To ensure authenticity of student work, you will need to schedule checkpoints during the activity.

Prior to using this assessment activity, you should guide students through the process of writing, including skills such as developing ideas, writing with control, editing, and proofreading. The appendix to this assessment activity includes short samples of a selected text, possible concepts based on it, and a statement of intent that you may choose to use with students.

Where student work is to be presented for assessment, constructive feedback should not compromise authenticity, but you can validly make suggestions about areas where further development is needed.

Students should have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgments are made.

## Resource requirements

None.

## Additional information

Opportunities also exist to connect students' crafted writing to the assessment of other internal standards such as Achievement Standard English 91106: *Form developed personal responses to independently read texts, supported by evidence*. Wherever such integration between different parts of the programme occurs, teachers must ensure that the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. In all such cases, teachers 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
<ul style="list-style-type: none"><li>Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas.</li><li>Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to create effects.</li></ul>	<ul style="list-style-type: none"><li>Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas convincingly.</li><li>Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to create convincing effects.</li></ul>	<ul style="list-style-type: none"><li>Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas effectively.</li><li>Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to command attention.</li></ul>

### Student instructions

#### Introduction

This activity requires you to plan, redraft, revise, and create at least two pieces of crafted and controlled writing based on a text(s)/idea(s) from your literature studies. You will write a piece of creative writing that presents a scene and how it presents prejudice, a film review and an essay.

You should create at least two different text types, i.e. you cannot submit two diary entries or two newspaper editorials.

Teacher note: You may select examples of text types for students to choose from that are relevant to your class programme. While you can guide student choices, they need to make the final decision. You will need to identify checkpoints to ensure the students are on track.

This is due in the final week of Term Three.

## **Task**

Below are the pieces you will write this year:

- 'Being there' creative writing task
- A film analysis piece
- An critical essay that focuses upon the class novel

Draft your texts. Choose a process that will enable you to draft, develop, and revise your writing to meet the deadline. See Resource A for a process you might use.

Revise and edit your work.

Present your created texts for assessment.

Your teacher will put in place checkpoints to help you stay on track.

You will be assessed on the quality of your structured ideas and writing. Length is not the primary consideration. However, it is unlikely that pieces that are shorter than 500 words will give you the opportunity to demonstrate your skills in crafting and controlling writing.

## Resource A - A possible process

Select a text or texts, or the year's theme, on which to base your writing. It can be a text that you have used in class, such as your class novel study, or it can be a text that you select yourself, perhaps a text that you used as part of your personal responses for Achievement Standard AS91106.

Your teacher may offer you an example of a text and possible concepts.

Check with your teacher that your chosen text(s) will provide you with the opportunity to achieve at every level.

Use your text(s) as inspiration to explore possible concepts and choose the ones you will use.

Research the text types of the concepts you have chosen for your writing.

Draft a statement of intent for each, which outlines what you hope to achieve in your writing. Your teacher may offer you an example of a possible statement of intent.

Plan and develop your specific ideas.

Avoid planning a long and detailed story with lots of events. Focus on fewer ideas but go into detail as you develop them.

Discuss your plan with your teacher. You will get some feedback, but your teacher cannot tell you specifically how to improve your plan.

Write your first draft.

Discuss your draft with your teacher. You will get some feedback, but your teacher cannot tell you specifically how to improve your draft.

Revise and edit your work.

Check that each text:

- develops, sustains, and structures ideas appropriately for the text type
- makes connections between ideas
- uses language features that are appropriate to the audience and purpose (for example, an obituary for a deceased New Zealand writer uses euphemism rather than being blunt and insensitive)
- uses text conventions accurately so that the writing contains only minor errors.

Present your final pieces for assessment.