

ENGLISH ENO3O2OY1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91475 (VERSION 1) ENGLISH 3.4

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

Level 3, Internal

6 credits

STUDENT INSTRUCTIONS

Overview:

In this activity you will:

- create a range of fluent and coherent writing based on a current topical issue or a theme from your literature studies.
- from your collected writings, choose at least two pieces to craft (rework, reshape) and submit for this assessment.
- be assessed on how effectively your ideas are developed and sustained and how language features are used to create fluent and coherent writing.

Conditions:

- You will complete this writing over a period of time during the school year.
- You will be required to meet regular checkpoints with your teacher.
- You will have the opportunity to receive feedback, edit, revise, and polish your work before it is assessed.
- Remember to add your drafts to the dropbox to document your writing process.
- Although length is not the primary consideration, it is unlikely that pieces that are shorter than 650 words will give you the opportunity to demonstrate your skills in crafting fluent and coherent writing.
- Note: This standard is awarded based on a selection of student writing. However, you will only be assessed on two of your best, chosen after consultation with your teacher. You must gain at least an Achieved in both pieces of writing submitted to gain this standard.
- Plagiarism detection software may be used to check this is your own work.

You will need:

- ENO3020 writing module

Supervisor requirements

- Supervision is not required for this assessment.
- Upload your assessment to the ENO3020Y1 OTLE assessment dropbox when you have completed it.



ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91475 (VERSION 1) ENGLISH 3.4

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

| 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. |

NZQA

Explanatory notes

Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas involves demonstrating understanding of purpose and audience through:

- the development of ideas and the making of links between them throughout a piece of writing. This may include use of: narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints.
- the use of language features appropriate to the particular text type to create consistency in meaning and effect, and to sustain interest
- the selection of vocabulary, syntax, stylistic features, and written text conventions (including spelling, punctuation, grammar)
- the accurate use of text conventions so that the writing contains at most minor errors
- the selection of effective structures. This may include poetic, formal, and narrative forms or a combination of these.

Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and is convincing involves demonstrating discerning understanding of purpose and audience through:

- the discriminating selection and integration of ideas, language features, and structure.

Produce a selection of crafted and coherent writing which develops, sustains, and structures ideas and commands attention involves demonstrating a sophisticated understanding of purpose and audience through:

- the insightful selection and integration of ideas, language features and structure to create a striking whole.

Selection of writing means that at least two pieces are chosen from a range of drafts and taken to publication standard.

ASSESSMENT ACTIVITY

ENGLISH

INSTRUCTIONS

The Level 3 writing folio is not a single assessment. You will gather together examples of your writing over a variety of different text types and genres to explore either a single theme or idea, a current topical issue, or a theme from your literature studies. The texts you write can be of any type, for example, columns, editorials, articles, personal accounts, narrative short stories, the first chapter of a book, scripts, travel writing, reports, essays or poetry.

This will be done over a period of time during the school year. Keep in touch with your English teacher. This is **essential** as you develop your writing folio. You will write several pieces and your teacher will give you feedback. At least two pieces of your writing will be assessed. The assessment will be based on how effectively your ideas are developed and sustained and how language features are used to create fluent and coherent writing.

Note: this standard is supposed to take several months to complete. Your writing will develop as you experiment with different kinds of writing. This takes time.



If you are on a tight schedule, contact your teacher to discuss your options.

TASK 1 – SOURCE YOUR IDEAS

Early in the year, choose a theme or key idea, a topical issue, event or a theme from your literature studies that you will write about throughout the year. Explore the idea, issue, event, or theme through reading and research and use this as inspiration for your writing.

You may choose to write on a different issue, event, or theme for each piece of writing or use the same one for each piece.

See the Writing module (ENO3020) for things to consider when choosing sources for your ideas. Ensure you choose a source or sources that will enable you to develop your ideas in detail.

TASK 2 – CHOOSE THE TEXT TYPES

The texts you write can be of any type, for example, poetry, narrative, personal reflections, scripts, reports, essays, columns, editorials, or articles.

Consider using a range of styles. See the Writing module (ENO3020) for examples of text types. Four text types are modelled in this module, including column writing, travel writing, personal reflection and a creative short story. You can choose other text types besides these four.

TASK 3 – CHOOSE YOUR AUDIENCE AND WRITE A STATEMENT OF INTENT

Consider the intended audience for your writing. Ask yourself the following questions:

- How much does my audience already know about my source ideas or the area/genre that I am deriving my source ideas from?
- How much explanation will I need to provide around key terms and jargon?
- What kinds of language techniques and effects are likely to command the attention of my audience?

Write a statement of intent that clearly identifies your audience, the purpose of your text type, the ideas you are going to communicate and how you intend to develop your main idea and engage the audience.

In your statement of intent identify the following:

- your intended audience
- the purpose of your chosen text type
- the key idea or theme that you are going to communicate
- how you are going to communicate, develop and sustain your key idea in your text
- how you intend to engage your audience.

See the Writing module (ENO3020) for examples of statements of intent. For each piece of writing that you submit for this assessment fill in a separate Statement of Intent form. These can be found in the ENO3020 module's workbook.

TASK 4 – PRODUCE YOUR WRITING

Produce your writing throughout the year. 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
- demonstrates an understanding of the targeted audience and text purpose
- demonstrates your ability to produce controlled, fluent writing by selecting and integrating ideas, language features, and structure appropriate to your purpose and targeted audience.

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 shorter than 650 words will give you the opportunity to demonstrate your skills in crafting fluent and coherent writing.

ASSESSMENT

When it comes to your final submission for assessment, you are expected to be able to apply all the relevant skills **without much help from your teacher**. By submitting writing regularly before you send in a final submission, you and your teacher can identify areas where you need to improve, and you can practise these skills under the teacher's guidance. Then, when you are ready, you can apply everything you have learned to a piece of writing which has not had significant input from your teacher.

Note that you can submit any two types or kinds of writing. The combination is entirely up to you. Both pieces should be **at least 650 words** long.

Remember that you need to achieve with **both** pieces to be awarded any of the six credits on offer for this standard. There will be one reassessment opportunity. Your teacher will discuss this with you if it is necessary.



Remember: Upload your completed assessment to the ENO3020Y1 OTLE assessment dropbox.

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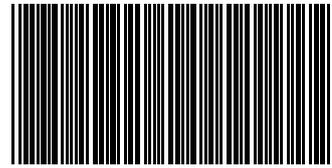
ACKNOWLEDGEMENTS

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