

## Achievement Standard

<b>Subject Reference</b>	English 3.4		
<b>Title</b>	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas		
<b>Level</b>	3	<b>Credits</b>	6
		<b>Assessment</b>	Internal
<b>Subfield</b>	English		
<b>Domain</b>	English Written Language		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	4 December 2012

This achievement standard involves producing a selection of fluent and coherent writing which develops, sustains, and structures ideas.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and is convincing.</li> </ul>	<ul style="list-style-type: none"> <li>Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and commands attention.</li> </ul>

### Explanatory Notes

- This standard is derived from the Level 8 Creating Meaning strand [writing] and related achievement objectives in the English Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is also related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.
- 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 selection and use of structures and language features appropriate to the particular written text type to create consistency in meaning and effect, and to sustain interest

- the accurate use of written text conventions (including spelling, punctuation, grammar) so that the writing contains at most minor errors.

*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 fluent 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.

- 3 A *selection* of writing means that at least two pieces are chosen from a range of drafts and taken to publication standard.
- 4 Written pieces may include – poems, scripts, text reviews, feature articles, short fiction, essays, other appropriate text types.
- 5 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

---

### Replacement Information

This achievement standard replaced unit standard 8835 and AS90720.

---

### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233