Achievement Standard English 91101: Produce a selection of crafted and controlled writing

Resource title: Now, there’s a novel idea!

Credits: 6

| Achievement | Achievement with Merit | Achievement with Excellence |
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| * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas. * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to create effects. | * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas convincingly. * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to create convincing effects. | * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas effectively. * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to command attention. |

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) from your literature studies (in class or independent). For example, you could write a description, a play, a narrative, a poem, a feature article, a magazine column, or an obituary. You will need to examine the idea of guilt and redemption as presented in the literature you have chosen to base your writing on.

You should aim create at least two different text types. This means you cannot use two analytical essays or two creative narratives.

Please note, different tasks have their own due dates throughout the year however the overall final sumbmission of your portfolio will happen in the final week of Term 3. Task

Choose the text(s) on which you wish to base your responses.

Plan at least two texts of different types:

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.

You will be given the opportunity to revise and edit your work in a final portfolio week at the end of the year. This will give you a chance to read your work with fresh eyes.

You will pick at least 2 of your pieces of writing from throughout the year to present for assessment.

There will be designated in class time for writing your pieces throughout the year.

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 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.

Assessment schedule: English 91101: Now, there’s a novel idea!

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student presents a selection of drafted and revised written pieces.  At least two pieces develop, sustain, and structure ideas and craft controlled writing using appropriate language features. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * deliberately uses language features appropriate to the selected text type and purpose to create meaning and effects * uses text conventions accurately so that the writing contains only minor errors. | The student presents a selection of drafted and revised written pieces.  At least two pieces develop, sustain, and structure ideas convincingly and craft controlled writing using appropriate language features to create effects. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * develops ideas and structure that are reasoned clear and relevant to the purpose of the text * deliberately uses language features appropriate to the selected text type and purpose to create meaning, effects, and audience interest * uses text conventions accurately so that the writing contains only minor errors. | The student presents a selection of drafted and revised written pieces.  At least two pieces develop, sustain, integrate, and structure ideas effectively and craft controlled writing using appropriate language features to command attention. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * uses ideas and structure to create text that is compelling, persuasive, innovative, and/or striking * deliberately and consistently uses language features, vocabulary selection, distinctive personal voice, dimensions, or viewpoints to create meaning and effect * uses languages features that sustain audience engagement and are inventive or articulate * uses text conventions accurately so that the writing contains only minor errors. |

Final grades will be decided using professional judgment based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Appendix

Partial examples of student planning

Concepts

Text: *The God Boy* by Ian Cross (studied in class)

Script a short **play** for two characters: Father Gilligan and Sister Angela as they discuss Jimmy’s situation.

Write a **letter** from Molly to Jimmy, written on a day (date) several months after the novel ends.

Write an **article** on domestic violence for a magazine such as *The Listener.*

Statement of intent

I am going to write a letter from a Kiwi soldier at Gallipoli to his sweetheart back in New Zealand. I want to show the fear that the soldiers felt by writing about what it might feel like before going into battle. My narrator is about 17 years old and is a private in the army. He gets killed in battle. I also want to get across the cold-heartedness of getting a telegram when your boyfriend died in the war so I will include a second, much shorter piece of writing: an epilogue (a telegram to the girlfriend, announcing the soldier’s death) and type it in a different font – to make it seem as if it is from a typewriter (a machine, not a person).