



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

Ōtaki College Internal Assessment Resource 2025

Achievement Standard English 91475 v1: Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas

Resource reference: English 3.4B

Resource title: Fact or Fiction

Level: 3

Credits: 6

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 any text type, to explore an idea. Writing may be theme-based, arise from literature studies or studies in another subject, be based on a current topical issue, a current or historical event, a genre, a starter like a newspaper clipping, or your own experience or imagination.

The texts you write can be of any type, whether formal or creative: report, essay, monologue, poetry, narrative (e.g. a short story), personal accounts, play scripts, film screenplays, columns, editorials, articles or opinion pieces (e.g. blog posts, website or magazine articles).

You can prepare for this assessment by reading widely around your selected theme, issue, event, or genre, both during in-class and out-of-class time.

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

If your text type is one which is shorter than 650 words (for example, short lyric poetry) then you may need to submit more than one piece to show that you have developed, sustained and structured ideas and that your writing is fluent and coherent. For example, you might submit several short poems on a similar theme to 'equal' one piece for your portfolio.

Your writing will be assessed on how effectively your ideas are developed, sustained, and structured and how language features are used to create fluent and coherent writing.

The final grade is based on an holistic judgement across the two pieces. **Both pieces must achieve at the same grade** to be awarded that grade – e.g. both at Merit or both at Excellence. If one piece is at a lower grade than the other, the lower grade will be awarded.

Task

From your writing this year, 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 (grammar, spelling, punctuation).

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.

Remember, 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.

Statement of Intent (Optional)

As your writing will be assessed partly on how appropriate it is to your purpose and targeted audience, it may be helpful for you to provide a short Statement of Intent to make clear what these are.

Your statement of intent should clearly explain:

- 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
- who your targeted audience is
- how you intend to engage your audience.

As you progress, compare your writing to your original statement of intent and, if necessary, make changes to the statement of intent if your perception of the purpose has changed.

Remember, **if you state an intended purpose and audience your writing will be assessed with these in mind.**

Alternative writing tasks

If you are wanting to start a new piece of writing and are looking for inspiration, you may find the following tasks useful. The first one is an alternative NZQA task and the others are tasks from the old Level 3 writing standard. These are still suitable for the new standard, and the exemplars are still valid at the stated grades. The tasks are:

Title and Type	Brief outline of task
<p>Title: It makes me think about...</p> <p>Text type: Any style or genre; based on an issue, event or theme.</p>	<p>You will choose a current topical issue, a current of historical event, or a theme from your literature studies. Explore the issue, event, or theme through reading and research and use this as inspiration for your writing. The piece(s) you write can be of any type, for example, monologue, poetry, narrative, personal accounts, scripts, reports, essays, columns, editorials, or articles. If you are writing more than one piece on the same issue, event or theme, consider using a range of styles.</p>
<p>CREATIVE WRITING</p> <p>Chapter One – Narrative Fiction: First chapter of a novel</p>	<p>You will write the opening chapter for an original piece in a fiction genre you have chosen. The first chapter establishes the setting and atmosphere, introduces the main characters and initiates the plot. Before beginning your own writing, you will study the conventions of the opening chapter of four given novels, each representing a different fiction genre: crime, romance, western, science fiction fantasy. Your study will focus on the structure, character, setting and language of the opening chapter. You will then choose a fiction genre that you wish to write in.</p>
<p><i>Creative writing</i></p> <p>Meeting Kurt – Narrative Fiction: Short Story</p>	<p>You will write a short story where the narrator's perspective is a significant feature. The narrator's point of view on events, ideas or other characters will be developed throughout the narrative. The perspective may well shift as the story unfolds. The style and tone will be influenced by the narrator's position. Whatever the style and point of view adopted, the narrator's thoughts, feelings and reactions will become evident as the story develops.</p>
<p><i>Creative writing</i></p> <p>The Worst Journey in the World – Narrative Fiction: Recount/Short Story</p>	<p>You will write about a character's morning routines/rituals before arriving at school. Before beginning your own writing, you will investigate how you could go about such a task by closely reading Finlay Macdonald's '<i>The worst journey in the world.</i>'</p>
<p>FORMAL WRITING</p> <p>Screen Time – Film review</p>	<p>You will write a film review. Before you begin writing you will explore the content, style and structure of the review text type, to prepare you to write your review.</p>
<p><i>Formal writing</i></p> <p>On the road – Travel journalism</p>	<p>You will write on a travel theme. You will present a unique place, event or activity that is significant to you, and that would appeal to travellers, and write about it as though for the travel section of a newspaper or magazine. To begin with, you will look at samples of travel journalism and examine the features and style appropriate to such a piece of writing.</p>
<p><i>Formal writing</i></p>	<p>You will write a commentary or opinion piece suitable for publication in the opinions pages/section of a school newspaper. You should choose a topic that will be relevant</p>

<u>Things that make you go hmmm</u> – Opinion piece/editorial/blog	and interesting to young people. You should build on a single idea or theme that is reflected in some way in the title of your piece. To create a sense of coherence you might integrate a motif or other linking device through your writing. You can be witty, satirical, serious, self deprecating, even provocative, but you will be expected to write in a controlled way and use language techniques skillfully to create deliberate effects. Before beginning your own writing, you will examine and discuss several columns written by senior students. You will also read pieces written by professional columnists.
--	---

You can access these tasks by clicking on the linked titles above.

You MUST submit at least TWO pieces of writing of approximately 650 words.

Assessment schedule: English 91475 v1 Fact or Fiction

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student produces at least two pieces of fluent and coherent writing. Each piece develops, sustains, and structures ideas.</p> <p>This involves demonstrating an understanding of purpose and audience by:</p> <ul style="list-style-type: none"> developing ideas and making links between them. This may include the use of narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints selecting and using language features appropriate to each text type to create consistency in meaning and effect and to sustain interest using text conventions accurately (including spelling, punctuation, grammar) so the writing contains only minor errors selecting effective structure(s). This may include poetic, formal, and narrative forms or a combination of these. <p><i>Theme: Teenage years – transition time</i></p> <p><i>Text type: First chapter of a novel</i></p> <p><i>Title: Chapter One</i></p> <p><i>“She woke. It was pitch black. For a second, thinking she was at home in her bed, she tried to roll</i></p>	<p>The student produces at least two pieces of fluent and coherent writing. Each piece develops, sustains, and structures ideas, and both are convincing.</p> <p>This involves demonstrating a discerning understanding of purpose and audience through the discriminating selection, development, and integration of ideas, language features, and structures appropriate to each text type to create consistency in meaning and effect and to sustain interest by:</p> <ul style="list-style-type: none"> developing ideas and making links between them. This may include the use of narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints selecting and using language features appropriate to each text type to create consistency in meaning and effect and to sustain interest using text conventions accurately (including spelling, punctuation, grammar) so the writing contains only minor errors selecting effective structure(s). This may include poetic, formal, and narrative forms or a combination of these. <p><i>Theme: Teenage years – transition time</i></p> <p><i>Text type: Opinion piece</i></p> <p><i>Title: Material World</i></p> <p><i>“We are living in a material world and I am a material girl, you know that we are living in a material</i></p>	<p>The student produces at least two pieces of fluent and coherent writing. Each piece develops, sustains, and structures ideas, and both are convincing and command attention.</p> <p>This involves demonstrating a sophisticated understanding of purpose and audience through the insightful selection, development, and integration of ideas, language features, and structures appropriate to each text to create consistency in meaning and effect, sustain interest, and create a striking whole by:</p> <ul style="list-style-type: none"> developing ideas and making links between them. This may include the use of narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints selecting and using language features appropriate to each text type to create consistency in meaning and effect and to sustain interest using text conventions accurately (including spelling, punctuation, grammar) so the writing contains only minor errors selecting effective structures. This may include poetic, formal, and narrative forms or a combination of these. <p><i>Theme: Teenage years – transition time</i></p> <p><i>Text type: Personal reflection</i></p>

<p>over but couldn't. Jigsaw pieces of meaningless, overwhelming memory flooded back to her. The silence of the night screamed through her head, bringing back terrifying sounds of screeching tyres and metal crunching upon metal. She tried to move her legs – no response. She urged her toes to move, but still nothing happened. The images in her head were starting to make sense.</p> <p>"Her parents had driven her to the closest town earlier that day. It was two hours away, and the journey consisted mainly of unchanging rural scenery. Excited, she couldn't sit still. This car was going to be so much more to her than just a possession; it was the start of her new life. Driving out of the dealership gate, she felt like a queen. This was hers; she owned it. Her parents had never supplied her with more than the absolute necessities. She loved them more than anything, but they were very tight with money and were stuck in their strict, old-fashioned ways. She had learned to drive at the age of 10, growing up on a farm. The day she turned 15 she got a full-time job working on the land and started saving. She couldn't wait, not only for the car of her dreams, but for the independence that came with it. Going to a country school and living two hours from a reasonable-sized town meant that she didn't have many friends. This car gave her the opportunity she had been waiting for; she could leave the farm, start a new life in the big</p>	<p>world and I am a material girl'. Gucci jeans, Fendi bag, Jimmy Choos ... sound familiar? Welcome to the 21st century, people, where sneaking out, passing out, and living to tell a tale become your life mantra. The typical trends of a teenage girl. Oh, it's so difficult being a teen in the 21st century. Gossip, reputation, parents, school, boys, and the constant nag of 'What are you going to do with the rest of your life?' These are the worries that could easily turn your hair a light shade of grey. How do you solve this problem, you ask? Well, truth is, you can't. You just have to endure it, but little do we know that these years could be the best years of our lives.</p> <p>"Prior to this time teens were expected to take life seriously. Our grandparents lived in the unfortunate time period when it was all about settling down and finding your lifelong partner at 17. Since world wars occupied so many teen lives, there was never any time for fun or socialising. The chances of finding your soul mate were pretty slim.</p> <p>"Then in came the 1950s, when the term 'teenage' surfaced. The end of wars and the development of economies sparked the beginning of a new era. Elvis was the eye candy for ladies. Petticoats, scoop-neck blouses, and back-to-front cardigans were so hot. Sex, drugs, and rock and roll were also established in society. Teenagers were making their name known to the world. They were the future. The influence of parental indulgences such as high incomes led to teens being spoilt and oblivious to the unfortunate. This made teens secretive and more deceitful regarding their parents' rules. And we think our parents should understand our situations, yet they don't.</p> <p>"Parents love to understand us. They try to form that bond with their teens – as if they can</p>	<p>Title: <i>I Hope They Feel Really Stink</i></p> <p>"I frowned down through the safety glass to the assembled parents. Mine specifically. They looked happy, as if a great burden had been lifted from their shoulders and the new freedom was making them giddy. I did not like the look of this. It made me feel very uneasy.</p> <p>"I had travelled this road many times before to visit the Grandparents in Dunedin. Was it merely a coincidence that the freezing works was on the way, or did the Parents' plan entail more bloodthirsty work than the simple plot of leaving me to rot and disintegrate in a boarding school away from all those 'bad influences?'</p> <p>"My version of a horror movie in which meat factories substituted their produce with human sausages screened in my mind. I certainly was not feeling good about this boarding school idea, this 'You're going if you want to or not, young lady' business.</p> <p>"Attempting for the moment to visualise pleasant thoughts, I leaned my head against the window, liking the way the idling vibration passed through to teeth and glasses. Nestled comfortably into the upholstery of the bus, I familiarised myself with this plastic fabric environment for future reference to 'my parents are worse than yours' discussions.</p> <p>"My mind drifted, searching for the penultimate reasons for my departure. Flashbacks of me poised in revengeful mid-throw. Arm stretched and taut, straining as it recoiled, releasing the bike helmet and watching it spin and hurtle towards my sister's head on the other side of her bedroom. Needless to say, it did not go down well with Mother. But</p>
--	--	---

<p>city, go to university, and study veterinary science. She had an interview at the university next week. She knew just how she wanted it to go, what to wear, and how to introduce herself. She couldn't wait. It wasn't just a new year to her. It was the start of a new life.</p> <p>"She remembered the rain now. It was a beautiful day when they left the farm that morning, but the closer they got to the town, the heavier the clouds grew. As she began her drive home, they gave in. The windy country roads were slippery, making her journey very slow. As dusk drew in, she pulled to the side of the road and ate what was left over from lunch earlier in the day. Turning back onto the road, she was beginning to feel tired. A sense of calm washed over her, and she relaxed, knowing that home wasn't too far away. The next piece of memory was like a dream. Things like this didn't happen in her simple country life. She recalled the sound of the rain beating down on her windscreen. She remembered how the road just seemed to disappear in front of her. The memories played through her head in slow motion. The only signal her brain managed to send was to slam her foot on the brake. The tarseal just dropped away from under her. She was trapped and falling inside a mass of plummeting earth. She could hear glass busting and crushing metal as rock pounded against the body of her car.</p> <p>"There must have been a period of blankness. Her only memory was of the moon casting a faint light across the land. She could make out</p>	<p>comprehend what we feel. They enjoy expressing their life experiences to us, and using the 'when I was your age' line just to spark some kind of communication. All we want really is to be ALONE. Then there's the 'Don't worry, love, I understand. I was your age, too'. It's like you have just stepped into a series of The Brady Bunch.</p> <p>"No matter what we say or do, we never win. The stereotypical image of a 21st century teen is rather ghastly. Marked by the century where media influence is increasing daily. Technology is a considerable aspect to our daily lives. Cellphones, the Internet, music, MTV, and magazines seem to have a strong grip on the formation of teen desires. Or that's what they think. Parents. What they don't realise is that it's not easy being a teen. If only they could hear our consciences battling with us every morning before school on what to wear. There's the constant pressure of always looking amazingly gorgeous, like Scarlett Johansson. As if she wakes up looking fabulous without morning breath. Make-up does work wonders, doesn't it?</p> <p>"Gossip is the worst part. Girls love it, and they love to hate it. Gossip could easily become the opening of WWII. In girl world, that is. The constant 'he said, she said' spreads like a swarm of bees on the hunt. Of course, it's a guilty pleasure; we all love it, but we detest this teenage obsession if we are the victims. Once you're a target of a villain's plot to take over the high school elite, you're left friendless, boyfriend-less, and social-life-less. Life without gossip is like Bonnie's life without Clyde. Monotonous, boring, and not worth talking about. The constant demand of protecting and safeguarding your reputation from gossip is always a mission. Hook up with a random and you're labelled a slut.</p>	<p>Emily did. Falling to the ground, clutching her head and screaming. The result was, for her, two stitches; for me, residence in the laundry for the night under the Parents' instructions.</p> <p>"Other reasons for my delightful, one-way, no-return-ticket South Canterbury scenic trip were based on several irreversible personality flaws and misdemeanours. My bad points, preached the Parents, were doing awful things like skipping school, beating up my little sister (this was because Mum loved her best), my friends (Mum's enemies), and smoking. And, of course, 'a better education. Without all the ... distractions'.</p> <p>"I glanced down upon the Parents. One thing I liked about buses was their height. That height gave a different perspective on the world. Looking down on the Parents amongst the chewing-gum-splotched concrete and suitcases, I imagined what they might do or say. Of course, Mother would make a mention of this morning's events, perhaps later at morning tea. It would seem rather uncaring of her to let the morning pass as if it was ordinary. Some may view this as an uncaring attitude. Uncaring attitudes meant psychological dysfunction in employees, leading to a lower work output and placing greater stress on the family as anxiety levels rose. These days you could put anything down to bad office relations, or just bad relations.</p> <p>"The bus juddered forward, rudely interrupting my thought process, but as if sensing my annoyance, it settled down to a low grumble. After the expected show of hand waving and ultra-stretchy smiles directed</p>
---	--	---

<p>shapes and contours. Her eyes adjusted more, and the surrounding silhouettes gained detail. Her breath was suddenly taken, and her whole body shivered. She was frozen with shock and fear. Consequences of what had just happened were filling her mind faster than she could push them out. She screamed out as loud as she could. Minutes passed. Nothing. She had to do something. She tried to move again. Her mind was clear now, but her body wouldn't respond. Her hand twitched as she realised that her cellphone must be somewhere in the car. She reached out but couldn't find anything that resembled a dashboard. She fumbled around to the left of her but still she felt nothing. She reached under her seat and felt something smooth in amongst shards of glass and metal. She tried to grasp it, but it slid backwards. Pushing herself forward as far as she could, she grabbed her phone and sunk back in pain. A few minutes later the pain had subsided slightly, and she dialled. 'You have reached emergency services. What service do you ...'</p> <p>"The line went dead."</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>In a relationship? Well, you have definitely lost your V plates, haven't you? Promiscuous, and not very ladylike. What would Mother say about this? Not in a relationship? Aww, how sad – unwanted and unloved. Gosh, she must be unfortunate looking. These are just a few 'reps' us teens have to shield ourselves from in order to survive the claws of gossip.</p> <p>"However, despite all uncertainties, nags, and pressure-filled parents, teenagers have come a long way. From being forced to settle down and mature by 16, we have learned to identify with ourselves and find out who we are before taking any steps further in life. Of course, when we're 30, we are going to look back and laugh at all the dramatic performances. For now, parents and teachers are the enemies. They don't completely empathise with us, no matter how hard they try. Reputations and gossip will never leave us. It's fun, we enjoy it, and there is no use in denying it. Boys will always be a confusing matter, and media will continue to shape our identities. However, never underestimate us: remember that we are the future. Whatever decisions we make affect the world on so many bases. Being a teen is all about drama. Live with it and enjoy it while we have the chance. 'Free hug' as many people as we can, laugh like there is no tomorrow, kiss as many loved ones as possible, and remember to live to tell the tale. That's what it's all about."</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>towards the adolescent (me), we pulled out into the bright, glaring February morning, down Gloucester Street with Farmers to one side and to the other, Victoria Square.</p> <p>"Beside the bright-red Farmers sign declaring its name to potential clientele, the backs of other brick buildings looked cracked and dirty. All a facade. Christchurch, I decided, was a facade. A facade of buildings, personalities, and families. I wanted to rip through those brick and psychological facades.</p> <p>"I wondered what the Parents thought of me right now with their heart-growing-fonder absence. My sarcastic mind was definitely working overtime as I sat there listlessly in the bus. I could see Mother during lunch.</p> <p>"The eldest is off to a boarding school today', she would mention (in passing) to work colleagues. 'Well, it was sad to see her go, but what else could we do?' the Parent would say, looking for some reassurance that 'together' the family had made the right decision. The necessary reassurance would no doubt be quickly dispersed by a sympathetic listener. After all, they all know what it is like raising a teenager. NB: 'teenager' is pronounced as if one were sucking a very sour lemon.</p> <p>"I was on my way to the boarding school now. So I did what I could. I plugged in my Walkman and put on an even grumpier face."</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>
--	---	--

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