Assessment schedule: English 90053

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Students present a formal piece of writing, of at least 350 words, that develops and structures ideas using language features appropriate to audience and purpose by:* introducing the topic, the writer’s position, and developing relevant ideas such as: facts, information, opinions, observations, arguments
* building on an idea by adding details or examples, such as quotations, information, personal viewpoint, observation
* linking and organising idea/s to other ideas and details, and working towards a coherent planned whole
* using language features appropriate to audience, purpose and selected text type, such as: vocabulary selection, syntax, stylistic features, and written text conventions (including spelling, punctuation, and grammar).
* using written text conventions without intrusive error patterns, such as a pattern of errors in syntax (e.g. sentence fragments, where structures are not used intentionally; and ‘run on’ syntax) or a pattern of other significant errors (e.g. mixed tense sequences, mis-capitalisation, spelling errors).

NB: The example below is one student’s opinion on a type of pig farming.The ideas in this editorial on pig farming are sufficiently developed and structured withsupporting evidence to clearly establish the writer’s purpose and language features have been selected and used appropriately. For example:*I discovered on* [*www.lovepigs.org*](http://www.lovepigs.org) *that they spend their lives in cramped metal pens inside filthy, disgusting sheds. They are given almost no room to move and they are deprived of everything that is natural to them. Some pens in New Zealand are only 60cm wide and 2m long and the pigs can’t turn around. Their living conditions are horrible; imagine sleeping in your own urine and faeces.* | Students present a formal piece of writing, of at least 350 words, that develops and structures ideas convincingly using language features appropriate to audience and purpose with control by:* introducing the topic, the writer’s position, and developing relevant ideas such as: facts, information, opinions, observations, arguments
* structuring and building on the ideas so they are generally credible and connected
* selecting and linking language features and presentation techniques as appropriate to the intended audience and purpose for the selected text type
* using written text conventions accurately so that the writing contains only minor errors.

NB: The example below is one student’s opinion on a type of pig farming.In this version of the same editorial on pig farming the ideas are sufficiently developed and structured withsupporting detail to make the piece convincing. Language is controlled, and the quotations are well selected and integrated.For example:*I discovered on* [*www.lovepigs.org*](http://www.lovepigs.org) *that they spend their lives in cramped metal pens inside filthy, disgusting sheds. They are given almost no room to move and they are deprived of everything that is natural to them. Some pens in New Zealand are only 60cm wide and 2m long and the pigs can’t turn around. Their living conditions are horrible; imagine sleeping in your own urine and faeces. On 20/20 a television programme Mike King describes the pigs he saw as “unable to move… screaming and frothing at the mouth”. After finding out the reality of a farmed pig’s life, Mike King joined the campaign to make this practice illegal.*  | Students present a formal piece of writing, of at least 350 words, that develops and structures ideas effectively using language features appropriate to audience and purpose to command attention by:* introducing the topic, the writer’s position, and developing relevant ideas such as: facts, information, opinions, observations, arguments
* structuring and building on the ideas so they are compelling and well-organised
* selecting, linking and sustaining language features and presentation techniques in an original manner, or in a distinctive personal voice, dimension or viewpoint as appropriate to their audience and purpose for the selected text type
* using text conventions accurately so that the writing contains only minor errors.

NB: The example below is one student’s opinion on a type of pig farming.In this version of the same editorial on pig farming the ideas with the additional comments and details help make the message compelling and very effective. The language commands attention: ‘about turn’, ‘awareness and education’, ‘key to changing’, ‘plight’ etc. demonstrate a succinct, personal, but well controlled voice.For example:*I discovered on* [*www.lovepigs.org*](http://www.lovepigs.org) *that they spend their lives in cramped metal pens inside filthy, disgusting sheds. They are given almost no room to move and they are deprived of everything that is natural to them. Some pens in New Zealand are only 60cm wide and 2m long and the pigs can’t turn around. Their living conditions are horrible; imagine sleeping in your own urine and faeces. On 20/20 a television programme Mike King describes the pigs he saw as “unable to move … screaming and frothing at the mouth”. After finding out the reality of a farmed pig’s life, Mike King joined the campaign to make this practice illegal. This is an about turn for this popular NZ comedian who was the face of the NZ pork advertisements until only recently. He stated that he had “no idea what was really happening.” I think this shows that a greater awareness and education is the key to changing the plight of the farmed pig.* |

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