

## Pilot Assessment Schedule – 2023

### English: Develop ideas in writing using stylistic and written conventions (91926)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Developing ideas in writing using stylistic and written conventions</i> involves the candidate creating a piece of writing in response to a stimulus topic.</p> <p>The writing will be structured to build on a single idea through the addition of some relevant detail and examples.</p> <p>The writing will show a selection of vocabulary, syntax, and stylistic features that are appropriate to the audience and purpose.</p> <p>The writing will use written text conventions without intrusive error patterns.</p>	<p><i>Developing ideas in writing using stylistic and written conventions convincingly</i>, involves the candidate creating a piece of writing in response to a stimulus topic that is <b>crafted and edited</b> to communicate ideas.</p> <p>The writing will have a coherent structure in which ideas are connected and developed to produce meaning.</p> <p>The writing will use specifically selected language features that are used for effect to connect with the audience and purpose.</p> <p>The writing will use written text conventions accurately so that the writing contains only minor errors.</p>	<p><i>Developing ideas in writing using stylistic and written conventions effectively</i> involves the candidate creating a piece of writing in response to a stimulus topic that is <b>well-crafted and edited</b> to communicate ideas.</p> <p>The writing will have a coherent and effective structure in which ideas are developed insightfully to command attention and produce meaning that is clear.</p> <p>The writing will integrate these ideas with sustained and effective use of language features to create a clear personal voice that connects with the audience and purpose.</p> <p>The writing will use written text conventions accurately and precisely so that the writing contains only minor errors.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response attempts to state a relevant idea that acknowledges one of the stimulus topics.</p>	<p>EITHER:</p> <ul style="list-style-type: none"> <li>attempts to state a relevant idea that acknowledges one of the stimulus topics AND shows some awareness of the audience and purpose</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>the response is at Achievement level but includes intrusive error patterns that impede meaning.</li> </ul>	<p>The response fulfils the intent of the assessment criteria for Achievement, <b>although some parts may be partial or weak.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Merit, <b>although some parts may be partial or weak.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, <b>although some parts may be partial or weak.</b></p>	<p>The response <b>securely</b> fulfils the intent of the assessment criteria for Achievement with Excellence.</p>

**N0** = No response; no relevant evidence.

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 2	3 – 4	5 – 6	7 – 8

## Appendix: Marker determination of validity of evidence

### Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

### Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

Evidence of <u>use</u> of information	Evidence of <u>reproduction</u> of information
<p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate’s practice, performance, research, the practice of others, and or teaching, is related to the candidate’s experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate’s own voice.</p> <p><b>Referenced</b> complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p>	<p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate’s experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate’s voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p><b>Unreferenced</b> complex information is presented as though it is the candidate’s own work.</p>

In general, the marker will exercise the following judgement:

N1	N2
<p>The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.</p>	<p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p>

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.