Achievement Standard

Subject Reference   English 3.6

Title   Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language

Level   3   **Credits**   3   **Assessment**   Internal

Subfield   English

Domain   English Visual Language

Status   Registered   **Status date**   4 December 2012

Planned review date   31 December 2019   **Date version published**   4 December 2012

This achievement standard involves creating a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language.	• Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual language, and is convincing.	• Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual language, and commands attention.

Explanatory Notes

1   This standard is derived from the Level 8 Creating Meaning strand [presenting] 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.

2   *Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language* involves demonstrating understanding of purpose and audience through:
   • the development of ideas and the making of links between them throughout a visual text. This may include use of: information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts or feelings
   • the selection and use of structures and visual language features appropriate to the particular visual text to create consistency in meaning and effect, and to sustain interest.

Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual language, and is convincing involves demonstrating a discerning understanding of purpose and audience through:

- the discriminating selection and integration of ideas, visual language features, and structure.

Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual language, and commands attention involves demonstrating a sophisticated understanding of purpose and audience through:

- the insightful selection and integration of ideas, visual language features, and structure to create a striking whole.

3 *Visual texts* may include digital or multi-media presentations, graphic or illustrated texts, and live or recorded dramatic performances. Texts are 'stand alone' in nature rather than being a component within an oral presentation.

4 Visual language features may include the use of visual (eg images, sequence, costumes, movement, camera shots) and verbal (eg dialogue, quotations, hyperlinks, music) language techniques.

5 Although extracts from the works of others may be included, the visual text presented is primarily the student's own work.

6 Although other languages may also be included (eg as part of a caption or quotation), the visual text presented is primarily in English.

7 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information
This achievement standard replaced unit standard 12458 and unit standard 12459.

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