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 features

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

Subfield   English

Domain   English Visual Language

Status   Approved   **Status date**   September 2024

Planned review date   December 2028   **Date version published**   December 2024

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

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 features.	• Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual features, and is convincing.	• Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual features, 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.

2   *Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual features* 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 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 features, and is convincing involves demonstrating a discerning understanding of purpose and audience through:
- the discriminating selection and integration of ideas, visual features, and structure.

Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual features, and commands attention involves demonstrating a sophisticated understanding of purpose and audience through:
- the insightful selection and integration of ideas, visual 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 features may include the use of visual (e.g. images, sequence, costumes, movement, camera shots) and verbal (e.g. dialogue, quotations, hyperlinks, music) 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 (e.g. 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   Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.

2   Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference   0233