

Achievement Standard

Subject Reference		English 1.2	
Title		Develop ideas in writing using stylistic and written conventions	
Level	1	Credits	5AssessmentInternal
Subfield		English	
Domain		English Written Language	
Status		Approved	Status dateSeptember 2024
Planned review date		December 2028	Date version publishedDecember 2024

Purpose Statement

Students are able to develop ideas in writing using stylistic and written conventions. This supports students applying a process to create written text, shaping meaning according to purpose and interest. Developing confidence in writing allows students to communicate effectively in different contexts.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Develop ideas in writing using stylistic and written conventions	<ul style="list-style-type: none">Develop ideas in writing using stylistic and written conventions convincingly	<ul style="list-style-type: none">Develop ideas in writing using stylistic and written conventions effectively

Explanatory Notes

- 1Develop ideas in writing using stylistic and written conventions involves:
 - developing ideas using stylistic conventions appropriate to audience and purpose
 - using written conventions without intrusive error patterns that impede meaning.
- Develop ideas in writing using stylistic and written conventions convincingly involves:
 - developing connected ideas using stylistic conventions for effect, appropriate to audience and purpose
 - using written conventions with accuracy, so that the writing only contains minor errors.

Develop ideas in writing using stylistic and written conventions effectively involves:

- integrating insightful ideas and stylistic conventions to command attention, appropriate to audience and purpose
- using written conventions with control.

- 2 *Developed ideas* are sequenced, structured, and built on by adding details, comments, explanations, or examples appropriate to the text.

Writing can be either fiction or non-fiction and can take a variety of structures and forms, such as personal accounts, narratives, poems, scripts, reports, essays, or other appropriate text types.

- 3 *Stylistic conventions* include stylistic features, language features, and structural features.

Stylistic features are the ways in which language choices are arranged to create clarity and variety in a text.

Examples include:

- vocabulary selection
- syntax.

Language features are specific language techniques that create or support meaning.

Examples include:

- figurative language (such as metaphor, simile, personification)
- sound devices (such as onomatopoeia, alliteration, assonance).

Structural features are ways that a text is shaped or organised.

Examples include:

- paragraphing
- sequence/transitions
- clear opening, middle, and end.

- 4 *Written conventions* are established rules that are used to make writing comprehensible.

Examples include:

- spelling, grammar, and punctuation
- using vocabulary, syntax, and stylistic features
- other text conventions which are appropriate to audience and purpose.

- 5 *Audience* is the specific group for which the writing is produced.

Purpose refers to the intentions of the writer, as prescribed by the context.

- 6 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

- 7 This achievement standard is derived from the English Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.
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Replacement Information

This achievement standard, AS91924, AS91925, and AS91927 replaced AS90052, AS90053, and AS90849-AS90857.

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
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