

NZQA Approved

Internal Assessment Resource

English Level 1

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| This resource supports assessment against:  Achievement Standard 90855 version 2  Create a visual text |
| Resource title: Tuakiri. Ahurei. Ora. Identity. Uniqueness. Life. |
| 3 credits |
| This resource:   * Clarifies the requirements of the Standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by  Ministry of Education | January 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-90855-02-4422 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard English 90855: Create a visual text

Resource reference: English 1.7B v3

Resource title: Tuakiri. Ahurei. Ora. Identity. Uniqueness. Life.

Credits: 3

Teacher guidelines

The following guidelines are supplied to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 90855. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the Standard and assessing students against it.

Context/setting

In this assessment activity students create a visual representation of who they are, where they have come from, and where they are heading (a sort of visual whakapapa). This is an opportunity for students to engage with their emerging adult identity.

Part of the preparation for this assessment could include students investigating their heritage. It may also be a useful complement to a text study that includes ‘coming of age’ themes.

Conditions

* Assessment against this Standard is likely to require a combination of class and homework time.
* Teachers will need checkpoint procedures to ensure the authenticity of students’ work.
* Before assessment begins students should be able to examine models or exemplars of different forms of visual texts, and have explicit teaching that makes the processes and steps followed to create the texts clear.
* Where student work is to be presented for assessment, constructive feedback should not compromise authenticity. However, teachers can validly make suggestions about areas where further development is needed.
* Teachers should also read the Conditions of Assessment closely in order to ensure good assessment practice.

### Resource requirements

Students may be provided with the equipment and/or supplies to create their visual texts, according to department policy. Alternatively, students may be expected to provide all their own materials.

This assessment may also be completed using various ICT software applications such as Photoshop or iMovie.

Additional information

It may be useful to read more about visual language on English Online: <http://englishonline.tki.org.nz/English-Online/Exploring-language/Visual-Language>

This assessment connects well with the key concepts of English as detailed in the Teaching and Learning Guides.

*Through English, people learn about and celebrate who they are, where they come from, and where they’re going. English helps people connect with their communities and to appreciate and participate in them. Everything we do in the classroom either validates or undermines students’ growing sense of identity. We have a shared responsibility for the impact we have on the forming of each other’s identities*. Source: <http://seniorsecondary.tki.org.nz/English/Key-concepts>

This assessment allows students to ‘tell their story’ visually.

*Our stories define us. When our stories connect with the stories of others, our lives change*. Source: <http://seniorsecondary.tki.org.nz/English/Key-concepts>

Teachers may like to consider using this assessment as an opportunity to involving the wider school community. For example, an exhibition could be created and displayed somewhere prominent in the school, launched in the evening with invited family and whanau.

Teachers will need to modify this activity before use with their students. Sections of the student instructions have been highlighted so teachers can adapt them to suit their programme, and therefore make this activity more relevant to their students and the resources available to them.

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| Achievement | Achievement with Merit | Achievement with Excellence |
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| Develop and structure ideas in a visual text. | Develop and structure ideas convincingly in a visual text. | Develop and structure ideas effectively in a visual text. |
| Use language features appropriate to purpose and audience. | Use language features appropriate to purpose and audience with control. | Use language features appropriate to purpose and audience with control to command attention. |

Student instructions

Introduction

In this assessment activity you are required to create a visual text that develops ideas about you and your emerging identity as a young adult. As a class, your visual texts will be exhibited in the school library as part of our school’s open day.

Teacher note: Teachers should give consideration to how the students’ work will be displayed as this may have an impact on some choices students make when creating their visual text.

You will create a visual text that shows viewers who you are, where you come from, your heritage, your culture, your influences, your special interests and abilities, where you are going, your path to the future.

This is your chance to explore your own story visually – a sort of visual whakapapa or mihi that captures the essence of who you are.

You will choose how to present your visual text. For example, you may create a poster, a short film, a comic strip, a slide show, a photo essay.

Teacher note: Teachers may specify a limited number of choices, taking into account issues such as access to IT resources and photographic equipment.

Your visual text must include visual and verbal language features, and must clearly develop and structure the idea(s) about yourself that you want the viewer to understand. Your work must be original but the components you use can be adapted or taken from other texts or sources. For example, you may source images from the Internet.

You will complete this activity in class and for homework.

Your teacher will give you a deadline and/or checkpoints for creating your visual text.

You will be assessed on your ability to:

* develop and structure ideas in a visual text
* use language features appropriate to purpose and audience.

Task

Plan – tuakiri – identity

Brainstorm ideas to develop in your visual text. Your work will represent significant aspects of what makes you who you are. The following questions might help you plan some ideas:

* What connects you to the place you were born and/or the place you live now?
* Where have you lived and where do you feel most at home?
* Who are the most important or influential people in your life?
* What will you always remember about your grandparents/parents/family members?
* How are you connected with your ethnic and cultural background?
* What are your own strengths and interests?
* What are your hopes for the future?
* How can you represent your ethnic and cultural background visually?
* How can your aspirations for the future be represented visually?

Decide on which of these aspects can work together to develop ideas about yourself.

Decide on your main idea about your identity and how you are going to build on this idea.

Plan what type of visual text you will create. Discuss ideas with your teacher, who will give you some guidance with this. Here are some examples of visual texts:

* a poster
* a display board with more than one panel
* a short film or documentary
* a comic strip
* a web page
* a slide show using Keynote or PowerPoint
* a photo essay
* a prezi presentation.

Teacher note: You may amend or extend this list taking into account issues such as students’ access to IT equipment, IT skills, and time constraints.

Develop and structure your ideas – ahurei – uniqueness

Remember the aim of your visual text is to ‘explore your story’ – a visual whakapapa. Select the ideas that you think will work together to best represent what makes you uniquely you. Think about how these ideas can be organised and developed.

You will need a unified structure to your visual text rather than a series of separate elements. Think about how you can combine visual and verbal features to achieve the effect you want.

Consider:

* how you can arrange the components of your text so it is cohesive and unified
* the conventions of your chosen text type (for example, a comic strip includes multiple frames, captions, speech bubbles)
* how your text will be viewed (such as a poster has no starting point but a short film does)
* the use of visual language techniques (such as motif, symbolism, colour, framing, collage).

Your visual text must include visual and verbal language. Consider how the verbal language techniques will work with the visual language techniques to achieve impact. Consider things such as:

* quotations from books, poems, songs that have had an impact on your life
* sayings that you heard from your grandparents or family members
* using speech or thought bubbles
* captions that explain or add details to the visual features.

Some visual texts such as slide shows, films, and digital photo essays may also have a soundtrack such as background music. If you do this, ensure that the soundtrack complements your visual text and contributes effectively to its overall impact.

Create your visual text – ora – life

Bring your visual text to life using the approach you decided on during the planning and development process. When creating your visual text, aim for consistency of style so that all the elements are integrated as a unified whole.

You could look again at the exemplars to see how this level of integration has been achieved in these images.

Present your work for assessment.

Resources

Teacher note: Teachers could use or adapt these resources to assist students.

Resource A: Further guidance and ideas

Here are some ideas developed by students in the planning stages of their work. These might help you come up with ideas for your own text. You cannot use any of these ideas in your own work.

Josh

*I want to be an actor and follow in the footsteps of Tem Morrison. I have always loved drama and I have been in three school productions. My visual text is going to be a fake movie poster for a movie called* Josh – Lord of the Oscars*, with a low angle shot of me standing on the stage barefoot and wearing a hobbit cloak. I’m going to photoshop in some of the faces of my favourite actors all around me so they look like co-stars in my film, for example, Will Smith, Ryan O’Kane, Keisha Castle-Hughes. Down the bottom the credits are going to include people who have helped me: Raised by mum; Co-raised by dad; Music by Gin Wigmore and Axl Rose; Inspired by Tem Morrison; Director of Photography Peter Jackson. That sort of thing. I’m going to invent a slogan and have a banner like: “Coming soon to cinemas, right after I get NCEA.”*

Aroha

*I want to show where I’ve come from and how proud I am of my grandmother in particular. I got my love of music from her. We just read a short story by Witi Ihimaera called* Yellow Brick Road *and my family can really relate to that story. I’m going to do a sort of photo essay and go back to my grandmother’s marae in Taranaki and take some photos of where she grew up. I’ll include some photos of my grandmother when she was young. I’m also going to take photos of where we live now in Wellington. I want to take lots of photos, not just of the people who influenced me, like Gina who taught me guitar, but also of things to symbolise that I’m starting to understand my heritage and where I come from.*

*The symbol photos will be done in black and white or sepia but the people photos will be in colour. I’m going to glue the photos on a display board like for a science fair and I’m going to paint a yellow brick road winding across the boards and make it look a bit like sheet music. That’s going to be like a musical timeline and in between the photos. I’m going to include dates and some song lyrics that I remember from listening to the radio with my grandmother. If I can use song lyrics as captions to the photos, then I will. I’ve already got one idea for a photo of nanna from when she was 27 and all flashed up to go to a John Rowles concert. I thought I might call her Cheryl Moana Marie. I could stick that photo on like an old record cover too.*

Pavle

*My family came here from Croatia about 20 years ago so I was born here and don’t speak Croatian well. I will present a Keynote slide show showing my family’s journey from Split to Hastings. I’ve got lots of family photos to include, especially ones with me baking strukli with my grandma when she was here last year. I’ll also embed a short film of me learning Croatian from my grandad. I’ve been playing around with the Keynote software a bit and I’m going to dissolve between Croatian and English words to show how I’m managing to work out what things mean.*

*Ashlee*

*I’ve just lived in the same place all my life and my parents came from here too. I think my background is quite dull. I think I’ll try and show how I want to do okay at school because I want to go to university later on, even though I don’t know what I really want to do for a job. I’m going to do a background collage of some of my report cards and certificates from school because mum keeps all of those. I’ll put a time line thing (like a height chart but going across or on the diagonal) on it and have some key events like starting school. I’m not sure how I’m going to connect this. I might use photos of me at school as I’ve got older, maybe some with my parents and grandparents when they’ve come to my school productions and sports days. That’s because they encourage me to do my best. I’ll need to connect it to the idea of being a successful student so I might need some symbols of university at the top. My quote will be something like our school motto or something that was written on one of my reports.* Resource B: Some useful websites

This assessment may require some ICT skills. It is unrealistic to expect that every teacher can teach students how to use every creative software application. There is a huge range of ‘How to …’ tutorial video clips on YouTube. For example, if you search ‘How to use iMovie’ there is a wide range of results from the very basic to quite advanced.

The following websites might be usefully integrated into the teaching and learning programme to help students prepare for this assessment.

***Photo essays***

<http://www.poynter.org/how-tos/newsgathering-storytelling/visual-voice/171050/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/>

<http://www.photocentric.net/HowToCreatePhotoEssays.pdf>

***Short films***

<http://www.bbc.co.uk/filmnetwork/filmmaking/guide/introduction/what-makes-a-good-short>

***Slide shows***

<http://www.slideshare.net/edahn/10-tips-for-making-beautiful-slideshow-presentations-9210564>

<http://owl.english.purdue.edu/owl/resource/686/01/>

***Posters***

<http://www.ncsu.edu/project/posters/NewSite/>

<http://www.tss.uoguelph.ca/ltci/TGuides/epdfinal.pdf>

***Comic strips***

<http://www.freetech4teachers.com/2010/12/10-ways-to-create-comics-online.html>

***Photoshop***

<http://sixrevisions.com/graphics-design/35-basic-tutorials-to-get-you-started-with-photoshop/>

<http://www.howtouse-photoshop.com>

Assessment schedule: English 90855 Tuakiri. Ahurei. Ora. Identity. Uniqueness. Life.

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student develops and structures ideas in a visual text using language features appropriate to purpose and audience. This means that the student:   * creates an original presentation that may include material that is original, adapted, or taken from other texts or sources * includes visual and verbal features in their presentation * includes features in the text that contribute to a representation of an emerging adult identity * includes ideas such as information, opinions, recounted experiences or events, observations, narrative, thoughts, or feelings * builds on ideas by adding details or examples, and working towards a planned whole * selects and uses visual language features (such as images, sequences, motifs, photographs, colour, symbolism etc) appropriate to the purpose and audience * selects and uses verbal language features (for example, dialogue, quotations etc) appropriate to the purpose and audience. | The student develops and structures ideas convincingly in a visual text using language features appropriate to purpose and audience with control. This means that the student:   * creates an original presentation that may include material that is original, adapted or taken from other texts or sources * includes visual and verbal features in their presentation * includes features in the text that contribute to a representation of an emerging adult identity * includes ideas such as information, opinions, recounted experiences or events, observations, narrative, thoughts, or feelings * demonstrates development of the ideas and structure that is generally credible and connected * selects and uses visual language features (such as images, sequences, motifs, photographs, colour, symbolism etc) appropriate to the purpose and audience * selects and uses verbal language features (for example, dialogue, quotations etc) appropriate to the purpose and audience * selects and links the language features and presentation techniques to the intended audience and purpose. | The student develops and structures ideas effectively in a visual text using language features appropriate to purpose and audience with control to command attention. This means that the student:   * creates an original presentation that may include material that is original, adapted, or taken from other texts or sources * includes visual and verbal features in their presentation * includes features in the text that contribute to a representation of an emerging adult identity * includes ideas such as information, opinions, recounted experiences or events, observations, narrative, thoughts, or feelings * demonstrates development of the ideas and structure that is generally credible and connected, and compelling and well organised * selects and uses visual language features (such as images, sequences, motifs, photographs, colour, symbolism etc) appropriate to the purpose and audience * selects and uses verbal language features (for example dialogue, quotations etc) appropriate to the purpose and audience * presents a confident and sustained visual text. |

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