

Internal Assessment Resource

English Level 1

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| This resource supports assessment against:  Achievement Standard 90852 version 2  Explain significant connection(s) across texts, using supporting evidence |
| Resource title: Building Bridges |
| 4 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-01-2015-90852-02-4415 |
| 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 90852: Explain significant connection(s) across texts, using supporting evidence

Resource Reference: English 1.8A v3

Resource Title: Building Bridges

Credits: 4

Teacher guidelines

The following guidelines are supplied to enable teachers to 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 90852. 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

This assessment activity requires students to write a report (of at least 350 words) in which they explain significant thematic connections across at least four selected texts. At least one text must have been selected by the student.

The texts may be written, oral, and/or visual and may be selected from one or several text types. They should be appropriate for level 6 of *The* *New Zealand Curriculum,* with characteristics that enable students to meet the expected level of discussion. A text below curriculum level 6 may be included to round out a broad and interesting range of texts relevant to the selected focus.

Introduce the study of connections at an early stage of the year’s programme so that students are able to keep records of texts studied and possible connections.

Do not provide detailed notes on textual connections. It is essential that, as part of the assessment, students independently make their own connections and draw their own conclusions.

Conditions

Schedule regular checkpoints to ensure authenticity of students’ work.

Resource requirements

Texts used for study throughout the year.

Additional information

The mode in which students present their understandings of connections could be assessed against other standards such as those for writing, oral presentation, and visual text. Wherever such integration between different parts of the programme occurs, ensure that the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. Refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment Guidelines.

Internal Assessment Resource

Achievement Standard English 90852: Explain significant connection(s) across texts, using supporting evidence

Resource Reference: English 1.8A v3

Resource Title: Building Bridges

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Explain significant connection(s) across texts, using supporting evidence. | Convincingly explain significant connection(s) across texts, using supporting evidence. | Perceptively explain significant connection(s) across texts, using supporting evidence. |

Student Instructions

Introduction

This assessment activity requires you to write a report (of at least 350 words) in which you explain significant thematic connections across at least four selected texts. This will take place during the year’s English programme.

You will have the opportunity to receive feedback, edit, revise, and polish your work before assessment judgements are made.

You can read texts, collect information, and develop ideas for the assessment activity both in- and out-of-class time.

You will be assessed on how you develop and support your ideas, and on the originality of your thinking, insights, or interpretation.

Preparatory tasks

Choose a theme and texts

Choose a theme. Your theme may arise from books that you have read, films you have seen, favourite songs, television programmes, or other class work.

Choose your texts. At least one text must be one that you have read independently. Your teacher will guide you in your choice of an independent text.

Keep a record of the texts as you read

Draw up a record sheet and, over the course of the year, record some of the ways in which texts you read or view are connected to your chosen theme. See Resource A for examples of the kinds of statements you could make.

Task

Write a report of at least 350 words.

Begin with an introduction that identifies your texts and the connections between them.

Explain how each individual text is connected to the theme and/or the other texts. You may identify more than one connection across some of the texts.

Refer to specific, relevant details from each text that illustrate the connection across your texts.

Make clear points that develop understandings about the connections being identified.

Show some insight or originality in your thought or interpretation.

Resource A

Theme: Teenagers behave differently to adults

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| Text type | Title of text | Author/ Director/ Singer etc | Example(s) which shows connection to theme |
| Short story | Eight Dozen Beer and Nothing to do | Richard Hobo | Warwick, Jonesy, and the narrator are teenage boys, doing something teenage boys do – go on a road trip.  They drink some of their 8 dozen in the car – pretty irresponsible and dangerous behaviour. |
| TV documentary clip | Fast versus Furious | “Sunday” programme – Cameron Bennett | Doco shows boy racers in Christchurch behaving badly on the streets and taking on the police.  Cars doing burnouts churn up the roads. Boy racers don’t seem to understand this. |
| Poem | Teenage Sky | Rona Adshead | Poem compares sky and weather.  Looks at the way they both have moods and they change depending on the time of day/ time of life.  Uses words like “defiant” and “sulky” to describe sky. Words fit teenagers as well. |
| Poem | Trash | Alexandra (on the web) | Poet pretends to be a parent and give advice to teenagers.  Calls teenagers “rebellious” and “wild”. |
| Novel (my independent text) | Out Walked Mel | Paula Boock | Mel has a fight with her friend Wai and then runs away from Dunedin.  Shows that she doesn’t think before she acts.  She’s impulsive just like lots of teenagers. |

Assessment schedule: English 90852 Building Bridges

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student’s work explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Explain significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text.   Connection(s) may include links, commonalities, and/or relationships between:   * knowledge, experience, and ideas * purposes and audiences * language features * structures.   For example (extract only): the ***bolded*** passages are examples showing the explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast,’* ***A mother’s love is very unique and stable.***    *Elie Wisel also describes love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well-being of his family. Elie makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’* ***Elie was at the age where he could have gone with his mother and the children, but instead he decides to stay with his father****.* | The student’s work convincingly explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Convincingly explains significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text * makes clear points that develop understandings about the connections being addressed. Some unevenness in the response may be acceptable.   This could mean that the student:   * attempts some reasoned and relevant explanations of the effect of the connection * shows some understanding of relevant text features or aspects, which develop connections * attempts to draw findings together or make thoughtful comments.   For example (extract only): the ***bolded*** passages are examples showing the convincing explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. A mother’s love is very unique and stable.* ***It is hard to break the love a mother has for her child****. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast,’* ***which tells us that mothers still love their sons no matter what the behaviour****.*  *Elie Wisel also describes this undying love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well being of his family. Then, as the Wisel family is taken off to the concentration camp, Elie realises that his father is someone important in his life that he does not want to lose. Elie then makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’* ***Elie was at the age where he could have gone with his mother and the children, but instead he decides to stay with his father****, who otherwise would have been alone.* | The student’s work perceptively explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Perceptively explains significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text * makes clear points that develop understandings that show some insight or originality in thought or interpretation. Some unevenness in the response may be acceptable.   This could mean that the student:   * presents a relevant and insightful study of the effect of the connection * shows an insightful understanding of text features or aspects which develop a connection * effectively draws findings together to make new understandings.   For example (extract only): the ***bolded*** passages are examples showing the perceptive explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. A mother’s love is very unique and stable. It is hard to break the love a mother has for her child. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast’ which sends a message through to the readers that no matter the stupidity sons behaviours may be, that the love a mother has for her son, will always stay strong -* ***even murderers have mothers.***  *Elie Wisel also describes this undying love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well being of his family. Then, as the Wisel family is taken off to the concentration camp, Elie realises that his father is someone important in his life that he does not want to lose. Elie then makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’ Elie was at the age where he could have gone with* *his mother and the children, but instead he decides to stay with his father, who otherwise would have been alone.* ***This decision plays a big part in bonding Elie and his father throughout the text. As their distant father-son bond grew stronger they realised how important they really were to each other. They gave each other support and comfort needed, and protected each other in every possible way.*** *“The weak to the left. Those who walked well to the right. My father was sent to the left. I ran after him. An SS Officer shouted at my back…”* ***Elie was determined not to be separated from his father. I could see that the situation of not knowing when death would arrive but aware that it was close, changed the relationship between Elie and his father. They came to regret their past years of miscommunication in their relationship****.* |

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