

Internal Assessment Resource

English Level 2

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| This resource supports assessment against:  Achievement Standard 91106 version 2  Form developed personal responses to independently read texts, supported by evidence |
| Resource title: Boldly go where you have never gone before... | | |
| 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  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-01-2015-91106-02-5510 |
| 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 91106: Form developed personal responses to independently read texts, supported by evidence

Resource reference: English 2.9B v2

Resource title: Boldly go where you have never gone before...

Credits: 4

Teacher guidelines

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

Teachers need to be familiar with the outcome being assessed by the Achievement Standard English 91106. 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 activity requires students to choose independently and read at least six texts based on a common theme, historical period, or specific context.

Texts should not be taken from those studied directly as part of a student's literature study.

Students need to form developed personal responses to each of the texts and support these with evidence. Of the six texts selected, at least four must be written texts, two of which must be extended texts. The remaining two texts can be visual, oral, or written.

Possible texts include novels, graphic novels, biographies, autobiographies, films, dramas, short stories, poetry, short films, song lyrics, blogs, feature magazine articles, or newspaper columns.

Teachers will need to give clear guidance to students about the suitability of texts they select for this assessment task. Texts must be suitable for level 7 of the curriculum and the age of the students, i.e. texts have a rating that does not prohibit their use for Level 2 NCEA students.

Texts selected will need to allow students to think critically and show a discriminating understanding (see the level 7 achievement objectives for Listening, Reading, and Viewing). For example, newspaper stories are not generally acceptable for level 7 of the curriculum, whereas an extended column piece or feature may meet the requirements.

Teachers are advised to monitor students’ progress in their reading over the extended period of this assessment task. Checkpoints during the period of study could be used to ensure steady progress, provide encouragement, and monitor the authenticity of their work.

Teachers could encourage students to log individual entries about each text, and to make connections between the texts, in order to develop perceptive personal responses.

Teachers may wish to offer students booklists of suggested titles from which they can select and independently read. For example, as part of an in-class literature study, you may wish to recommend other texts by the same author or texts on a similar theme. Encourage students to explore a range of text forms, genres, and perspectives and to balance their selection of texts in terms of gender and country of origin. The teacher resource below provides some examples.

Encourage students to form developed responses that demonstrate significant personal understandings of, engagement with, and viewpoints on a text. They can do this by making clear links between the text and themselves as they explain how and why they responded to each text, what they have learned about their theme, historical period, or specific context, and what the text taught them about the world in which they live (past or present).

Teachers need to:

* require students to select independently and read texts
* provide opportunities for discussion with students about their personal responses to the texts, including links between the texts and themselves and/or the world
* model possible progress logs for the reading process
* specify a format for delivery of the personal responses – written and/or oral.

Conditions

This task will use a combination of in and out-of-class time and should take place over an extend period of time.

Students can present their recommendations and personal responses in a written or oral format or a combination of both. You will need to agree a presentation format.

Resource requirements

Student access to a range of suitable texts from which to select, for example: home, English department resources, school or public libraries, Kindle eBooks, iBooks.

Additional information

Opportunities also exist to connect students’ presentations to the assessment of other internal standards such as 91104 *Analyse significant connections across texts, supported by evidence*. Wherever such integration between different parts of the programme occurs, teachers need to ensure that the work presented is developed sufficiently to meet the criteria for each standard. In all such cases, teachers should refer closely to each relevant standard including the Explanatory Notes and the Conditions of Assessment guidelines.

Teacher Resource

Examples of possible themes / specific contexts and texts

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| **Possible themes, historical period or specific contexts** | **Possible texts** | **Reasons for choice** |
| **Theme:** Oppression | *A Thousand Splendid Suns* by Khaled Hosseini (novel) | Gender oppression – role of women |
| *The Kite Runner* by Khaled Hosseini (novel) | Class/ethnicity oppression – Hazaras |
| *Sula* by Toni Morrison (novel) | Class/ethnicity/gender oppression – black civil rights |
| *Nightfall in Soweto* by Oswald Mbuyiseni Mtshali (poem) | Survival in a Shantytown |
| “I have a dream” by Martin Luther King Jnr (speech) | Class/ethnicity/gender oppression – black civil rights |
| *Chocolat* directed by Lasse Hallstrom (film) | Conformity in a small town |
| *Enemies from Within* by Joseph McCarthy (speech) | Witch hunt style oppression |
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| **Specific context:** Texts set in a futuristic setting | *In the Year of the Flood* by Margaret Atwood (novel) | Consequences of genetic modification |
| *Gattaca* directed by Andre Niccol (film) | Exploration of the perfect race |
| *Fahrenheit 451* by Ray Bradbury (novel) | Censorship |
| *Avatar* directed by James Cameron (film) | Colonisation in a future setting |
| *Paycheck* by Philip K. Dick (short story) | Development and uses of technology |
| *Taua* directed by Tearepa Kahi (short film) | A quest – NZ setting |
| *Harrison Bergeron* by Kurt Vonnegut (short story) | Forced conformity |

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Resource reference: English 2.9B v2

Resource title: Boldly go where you have never gone before...

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Form developed personal responses to independently read texts, supported by evidence. | Form developed, convincing personal responses to independently read texts, supported by evidence. | Form developed, perceptive personal responses to independently read texts, supported by evidence. |

Student instructions

Introduction

This activity requires you to choose independently and read at least six texts based on a common theme, historical period, or specific context.

Teacher note: You can adapt this activity to contexts through which the students can demonstrate their ability to form developed personal responses. Other possible contexts could include:

• texts set in the same region

• texts originally written in a foreign language

• debut texts (first novels or short story collections or first short stories)

• texts which explore the point of view of a specific group of people, such as children.

You must form developed personal responses to each of your selected texts and support these with evidence.

Your teacher will guide you about how you will present your personal responses and about how much time you have to complete this task.

You will be selecting, reading, and responding to your texts over an extended period of time.

Teacher note: You will need to determine how much time students have to complete this activity, how they will log their reading progression over time, and the format in which they will deliver their responses.

You need to keep a record of your reading.

You will be assessed on your ability to select independently and read a range of texts, and develop responses that show significant personal understanding of the texts, engagement with them, and/or viewpoints about them.

You will need to meet the checkpoints set by your teacher.

Task

See Resource A for further guidance.

Part 1: Brainstorm

Brainstorm some possible themes, historical periods, or specific contexts and a range of texts related to these.

Part 2: Choose and read your texts

Choose at least six texts based on one theme, historical period, or specific context.

Check your choices with your teacher.

Part 3: Develop personal responses

Draft, write, and revise developed personal responses to your chosen texts.

Present your responses for assessment by the due date.

Resource A - Guidelines for further assistance

Brainstorming and selecting your specific context and texts

Select one theme, historical period, or other specific context to focus on. Then brainstorm and select texts that are based around your chosen theme, historical period, or other specific context.

At least four of the texts you choose must be written, two of which must be extended texts, such as novels or biographies. The remaining two texts can be visual, oral, or written.

While your teacher may make some suggestions of texts you may wish to read, it is your responsibility to select independently and read each of the six texts.

Possible texts include: novels, graphic novels, biographies, autobiographies, films, dramas, short stories, poetry, short films, song lyrics, blogs, feature magazine articles, or extended newspaper columns.

You should consider a range of text forms, genres, and perspectives. You should balance your selection of texts in terms of gender and country of origin.

Check your choice of focus and texts with your teacher. Ensure that they are appropriate and will provide you with the opportunity to achieve the standard at every level.

You should be ready to discuss what you are reading with other students and your teacher.

Developing your personal responses

You will need to log individual entries for each of the six texts. Explain:

* how and why you responded to each text
* what you have learned about your chosen theme, historical period, or specific context
* what the texts taught you about the world in which you live (past or present).

You must support your responses with specific evidence. Appropriate evidence could include specific examples from the texts, quotations, or other relevant details.

You are encouraged to:

* demonstrate significant personal understandings of, engagement with, and viewpoints on the texts
* make connections between texts and themes in the texts
* make clear personal connections between the text and your personal experiences and prior understandings
* make clear connections between the social, cultural, literary, political, or historical contexts within the texts and the wider world
* show some insight or originality in your thought or reflection.

You can present your responses in a written or oral format or a combination of both.

You should choose a form of presentation that will provide you with the opportunity to achieve the standard at every level: some forms may encourage superficial responses that will not assist you to achieve some grades.

Your teacher will guide you; ask for advice.

Make sure you meet the final deadline.

Assessment schedule: English 91106 Boldly go where you have never gone before...

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student independently reads and forms developed personal responses to at least six texts. This means that the student:   * selects and reads at least six texts themselves * includes at least four written texts, at least two of which are extended, e.g., novels, biographies * includes no more than two visual or oral texts * demonstrates personal understandings of, engagement with, and/or viewpoints on the texts * may respond to links between the texts and themselves, such as personal contexts and prior knowledge * may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * presents personal responses in a written or oral format or a combination of both. | The student independently reads and forms developed, convincing personal responses to at least six texts. This means that the student:   * selects and reads at least six texts themselves * includes at least four written texts, at least two of which are extended, e.g., novels, biographies * includes no more than two visual or oral texts * demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts * presents understandings/viewpoints that are reasoned, clear and relevant * may respond to links between the texts and themselves, such as personal contexts and prior knowledge * may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * presents personal responses in a written or oral format or a combination of both. | The student independently reads and forms developed, perceptive personal responses to at least six texts. This means that the student:   * selects and reads at least six texts themselves * includes at least four written texts, at least two of which are extended, e.g., novels, biographies * includes no more than two visual or oral texts * demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts * presents understandings/viewpoints that are, insightful and/or original * may respond to links between the texts and themselves, such as personal contexts and prior knowledge * may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * presents personal responses in a written or oral format or a combination of both. |

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