**NZQA**

**Approved**

Achievement standard: 90854 Version 2

Standard title: Form personal responses to independently read texts, supported by evidence

Level: 1

Credits: 4

Resource title: Tomorrow’s World

Resource reference: English VP-1.10 v2

Vocational pathway: Manufacturing and Technology

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| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90854-02-7229 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to form personal responses to six independently selected and read texts that relate to the manufacturing and/or technology industries. Your responses will be supported by evidence from the texts.

You are going to be assessed on how perceptive your responses are to your six texts which will be shown in the way you engage with your chosen texts and how you demonstrate insight in your responses.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt to allow you to achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You need to select, read and form responses to six texts. 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.

You should choose texts which make you think about an aspect/s of the manufacturing and technology industries.

While your assessor/educator may make some suggestions about texts you may wish to read, it is your responsibility to select and read each of the six texts yourself. You cannot use any texts that are part of your required course reading.

## Selecting texts

In your selection, consider texts that:

* explore issues, aspects or concerns associated with the manufacturing and/or technology industries
* made you think differently about an aspect/s of the manufacturing and/or technology industries
* gave you some insight or caused you to reflect upon an issue of concern in the manufacturing and/or technology industries.

Possible texts include:

* novels
* graphic novels
* biographies
* autobiographies
* films
* dramas
* short stories
* poetry
* short films
* song lyrics
* blogs
* magazine feature articles
* extended newspaper articles or features.

Check with your assessor/educator to ensure that texts are suitable for curriculum level 6.

Your texts can all be about the same issue or about a range of issues. The only requirement is that each text is related to a manufacturing and technology issue in some way. For example, one learner might read texts about a range of manufacturing and technology industries; another learner might focus on a particular industry, such as clothing; another on a specific aspect, such as product design.

The following is an example ofhow one learner approached this activity.

This learner was interested in a range of issues and industries. He first watched and responded to the film ‘*Never let me Go*’ which is based on a story about technological advances in human engineering. The learner then found and reflected on an article about wind turbines, which was a topic of concern to his local community. He then read and responded to an online article about the potential consequences of communication technologies like Facebook. The learner then decided to read the novel ‘Snow Crash’ by Neal Stephenson, which deals with computer hacking, viruses and what cyberspace could be like in the future.

This learner now has to read one more extended text. His sixth text can be a written, visual or oral text.

## Preparing responses to your texts

Choose the format to present these responses in negotiation with your assessor/educator, for example:

* an oral presentation, such as an interview
* a group discussion with the assessor/educator
* a feature article
* an essay
* an online portfolio
* a blog
* a combination of oral and written responses
* any other method of presentation agreed by you and your assessor/educator.

When preparing your responses to your six texts, you should use your own ideas, personal knowledge and/or experiences in your responses. You can also make links between your selected text/s and yourself and between your selected text/s and the wider world. You can also refer and respond to ideas, issues and events in the world (either past or present) that have been triggered by something you have read in the text/s. However, you must make sure that your ideas and responses link directly to your selected texts.

Here are some suggestions for your responses to your selected texts:

* Discuss an interesting aspect of manufacturing and/or technology in a text about a different era, and how that made you think about today – for example has technology always made life easier?
* Discuss what you think may be some disadvantages in a new technology that you have read about.
* Discuss what you learnt about people and their reaction/relationship with technology from reading a short story, novel or viewing a film.
* Discuss your reaction to a particular scene or event in a text which focuses on a manufacturing or technology setting or issue.
* Discuss your response to society’s attitudes about a technological issue in a text you have read.
* Discuss how a text either reflected or changed your personal view.
* Discuss the moral and/or ethical considerations of a manufacturing and/or technological advance.

Make sure that you support your responses with relevant examples from the texts.

Evidence for the six responses required by this standard can be submitted throughout the year. As you complete each assessment submit it to your assessor/educator.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This assessment activity requires learners to form perceptive personal responses to six independently selected and read manufacturing and/or technology-related texts. The responses must be supported with textual evidence.

# Conditions

Texts should be appropriate for level 6 of *The New Zealand Curriculum*, with characteristics that enable learners to meet the expected level of response.

Learners can present their six responses in any appropriate written or oral form. The six responses can be a mix of written and oral forms.

The activity will take place over the duration of the course of study and responses should be submitted throughout the course.

# Resource requirements

A text list with a wide variety of texts connected to manufacturing and technology industries may be provided.

# Additional information

Technical or stylistic accuracy of written responses is not being assessed, nor is the production quality of oral responses. However, the quality of the response should be such that the meaning conveyed by the response is clear, including demonstrating personal understandings of, engagement with, and/or viewpoints on the text.

# Assessment schedule: English 90854 – Tomorrow’s World

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner forms personal responses to independently selected and read texts about aspects of manufacturing and/or technology industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints on each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to reading an article about the effect of modern technology on communication conveyed personal understanding and engagement with the text:  …I now realise how important Facebook can be for some people. In the article the man stated that he thought Facebook knew too much about him and he wanted to cancel his account because he realised he could end up in a dangerous situation (specific reference provided). However, he couldn’t because it was where his family and friends posted dates and photos and he wasn’t able to find anywhere else.  I hadn’t thought about how reliant some people are on social networks like Facebook, which allows them to communicate with family and friends…  The above expected learner responses are indicative only and relate to just part of what is required. | The learner forms convincing personal responses to independently selected and read texts about aspects of manufacturing and/or technology industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints which are generally meaningful for each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to reading a report about the effects of wind turbines, showed convincing personal understandings of the advantages and disadvantages of this technology, as stated by the author. The response was generally meaningful and supported by evidence from the text:  …The author talked about how loud they were, but also how graceful they were. I don’t know if I am so concerned about the noise - power stations can also be pretty noisy (specific reference provided). However, I think that in showing both positive and negative aspects in this way the author indicates what we should be thinking about, for example how far are we prepared to go to get cheaper electricity if it means destroying the countryside? Will the electricity bills (specific reference provided) really get any cheaper? And, when we sit on top of somewhere like Castle Craig in the King country and the view has changed from rocks and bush and hills for miles to wind turbines, will we think it is worth it?....  The above expected learner responses are indicative only and relate to just part of what is required. | The learner forms perceptive personal responses to independently selected and read texts about aspects of manufacturing and/or technology industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints that show some insight in thought or reflection for each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to the technological capabilities of a futuristic society in the film ‘*Never Let Me Go’* demonstrated perceptive personal understandings by showing insight into a wider perspective by relating the text to contexts and implications beyond the personal. Specific evidence was provided from the text:  *…Although this film is about a futuristic technological advance that we hope will never happen, the story deals with relationships that could be about any people we know in today’s world. Kathy and Ruth have so little time left to them* (specific reference) - *and they know it - and they just seem to accept it. It makes you wonder if we really do think carefully enough about the technological advances that man strives to create (*specific reference). *Who decides about the morality of these advances? Is cloning of people such an absurd idea? At some stage we need to make decisions as a society about just how far we are prepared to go, not because we can’t manage the technology but because it is just not right to do so…*  The above expected learner responses are indicative only and relate to just part of what is required. |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.