**NZQA**

**Approved**

Achievement standard: 91106 Version 2

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

Level: 2

Credits: 4

Resource title: Finding the trees in the forest

Resource reference: English VP-2.9 v2

Vocational pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91106-02-8173 |
| 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 requires you to form developed personal responses to six independently selected and read texts that relate to the primary industries. Your responses will be supported by evidence from the texts.

You are going to be assessed on how perceptively you respond 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. You may choose to select texts which explore issues, aspects or concerns associated with a primary industry. You need to use carefully selected evidence from each text.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and 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

## Selecting texts

You need to select 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 primary industry.

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.

In your selection, consider texts that:

* explore issues, aspects or concerns associated with primary industries
* made you think differently about a specific aspect of primary industries
* gave you some insight or caused you to reflect upon an issue of concern in primary 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 this curriculum level.

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 primary industry issue in some way. For example, one learner might read texts about a range of primary industries; another learner might focus on a particular industry, such as horticulture or forestry; another on a specific aspect, such as the effect on primary industries of climate change or technology.

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

This learner is interested in a career in the forestry industry so he decided to find texts about trees and forests. A friend recommended the novel Sometimes a Great Notion by Ken Kesey, which is set in a logging community in Oregon, America. His assessor/educator gave him a collection of poems, all about trees and/or forests, and so he read some of those for short texts. He then found a true story about Yossi Ghinsberg who was talking about surviving in the jungles of South America. This learner now has to read one more extended text and then one other written text, which can be a feature article, a short story or another poem. The sixth text can be written, visual or oral.

## 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 or a role play
* 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:

* discussing the consequences of some of the actions in a text
* discussing your reaction to an idea or an event in a text
* discussing how a text reflected or changed your personal view
* discussing how what you learnt in a text about the responsibilities of both individuals and organisations affected or changed your attitude/behaviour
* discussing why forestry workers would find this text of interest or value
* discussing how you feel about the societal attitudes that are reflected in the text
* discussing whether or not you think you would be suited to work in this area, based on what you learnt in your reading of a text
* discussing how the text reflects society’s changing attitudes/values.

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 produce responses that show their perceptive understandings, supported by evidence, to six independently selected and read primary industry-related texts.

# Conditions

Texts should be appropriate for level 7 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. These six responses can be a mix of written and oral forms.

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

Assessors/educators should schedule regular checkpoints to ensure authenticity of each learner’s work.

# Resource requirements

A text list which offers a wide variety of texts connected to the primary 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 in demonstrating personal understandings of, engagement with, and/or viewpoints on, texts is clear.

# Assessment schedule: English 91106 – Finding the trees in the forest

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner forms developed personal responses to independently read texts about aspects of the primary industry, 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 developed 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:  After reading a novel by Ken Kesey about a community in the mid-20th century Northwest, the learner demonstrates a developed personal understanding about the change in forestry workers’ lives since last century. Specific evidence is provided*.*  *I found it interesting to read about how the logging communities in Sometimes a Great Notion were gradually driven out by money [specific evidence provided]. This affected whole families and generations as the small businesses were bought out or the people just up and left. But some of the most interesting parts were the way they had to be much more physical then[specific evidence provided] - forest work was all about hand held axes and blasting by hand, there was none of the machinery and organisation of today. It was slow progress through the mountains compared with today. The writer was very descriptive and some parts, like working on the mountain slopes with the darkness of the trees for miles, is probably not much different today, just as the forest was really their whole lives [specific evidence provided]. You learn a lot about how forestry was done then, especially the parts where Hank is teaching Lee how to work the forests [specific evidence provided].*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner forms developed convincing personal responses to independently read texts about aspects of the primary industry, 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 developed personal response by demonstrating significant personal understandings of, engagement with, and/or viewpoints on each text that are reasoned, clear and relevant * 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:  After reading a poem by Janet Frame about the cutting down of a local tree, the learner demonstrates a developed personal understanding about the significance of trees in people’s lives. The response and comments are reasoned, clear and relevant. The learner thinks about the poem in relation to his future career as a forestry worker. Evidence from the text is integrated with personal viewpoint and opinion.  *I thought about the fact that in this poem a tree that has been growing for maybe a hundred years is cut down because it spoils the view [specific evidence provided]. It made me think about how we treat people too – when people get old they become a nuisance. We don’t cut them down but we push them out of the way. The poet says that the tree is more “alive” and thinks about the tree as if it was a person [specific evidence provided] and this made my ideas change a bit as I hadn’t really thought about trees that way, but trees can be important in other ways, [specific evidence provided] not just for wood …*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner forms developed perceptive personal responses to independently read texts about aspects of the primary industry, 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 developed personal response by demonstrating significant personal understandings of, engagement with, and/or viewpoints on each text that show some insight or originality in thought or reflection * 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:  After watching a documentary based on Yossi Ghinsberg’s autobiography about surviving in the jungles of South America, the learner demonstrates a developed, perceptive personal understanding about the way people cope in stressful situations in the forest. The learner shows discernment in recognition of the complexities in dealing with the various viewpoints in the text.  *This book made it all very real, because of the way Yossi described the Bolivian rainforest [specific evidence provided]. The adventure of Yossi and the other three men also made the author think differently about jungles, and later he started encouraging people to think of different ways to create sustainability of jungles – by encouraging cooperation and using local people’s knowledge about their environment [specific evidence provided]. So this made me think differently as well- because the book is not just about the jungle, it is about man’s relationship with the jungle or a forest – it made me think about how forests and jungles are a significant part of a country’s cultures and traditions. Even though he had a traumatic time, the author still made the jungle exciting and alive – and he made me realise that jungles are a very real and important habitat, [specific evidence provided] and he made me think that …*  *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.