

NZQA Approved

This task requires teacher/student online communication and may cause access issues for some students

Remote Internal Assessment Resource

English Level 3

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| This resource supports assessment against:  Achievement Standard 91475  Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas |
| Resource title: It makes me think about … |
| 6 credits |
| This resource:   * Clarifies the requirements of the Standard when delivered remotely * Supports good remote 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 | Originally published December 2012 edited April 2020  To support remote internal assessment due to Covid-19 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-5-2020-91475-01-6444 |
| 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 91475: Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas

Resource reference: English 3.4AR

Resource title: It makes me think about …

Credits: 6

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent remote assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 91475. 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 produce fluent and coherent writing based on a current topical issue, a current or historical event, or a theme from their literature studies.

Students can prepare for this task by reading widely on current issues and events, as well as by exploring themes in literature studies.

Students need to select at least two pieces to rework and present digitally for assessment. Length is not the primary consideration. However, it is unlikely that pieces that are shorter than 650 words will give students the opportunity to demonstrate their skills in crafting fluent and coherent writing. The final grade is awarded to a ‘selection of writing’, and based on a holistic judgement across the two pieces.

Conditions

This assessment task will take place over an extended period of time. Students will need regular online checkpoints to ensure the authenticity of their work. Drafts should be stored electronically and/or printed if possible to document the process. Choose a suitable method to ensure the authenticity of students’ work. For example, you could use learning management systems (such as Moodle, ePortfolios, or blogs) or other electronic methods.

Students should have the opportunity to receive online feedback, edit, revise, and polish their work before an assessment is made. You can make suggestions about areas where further development is needed, but constructive feedback should not compromise the authenticity of students’ work.

Resource requirements

None.

Additional information

Opportunities exist to connect students’ crafted writing to the assessment of other standards such as:

* Achievement Standard English 3.7 (91478): *Respond critically to significant connections across texts, supported by evidence*
* Achievement Standard English 3.8 (91479): *Develop an informed understanding of literature and/or language using critical texts*.

Wherever such integration between different parts of the programme occurs, you must ensure that the work presented for each assessment is developed sufficiently to meet the criteria for each standard. In all such cases you should refer closely to each relevant standard, including the explanatory notes and the conditions of assessment guidelines,

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Internal Assessment Resource

Achievement Standard English 91475: Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas

Resource reference: English 3.4AR

Resource title: It makes me think about …

Credits: 6

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas. | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and is convincing. | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and commands attention. |

Student instructions

Introduction

This activity requires you to create a range of fluent and coherent writing based on a current topical issue, a current or historical event, or a theme from your literature studies. This will be done over a period of time during the school year.

At least two pieces of your writing will be assessed. The assessment will be based on how effectively your ideas are developed, sustained, and structured and how language features are used to create fluent and coherent writing.

Teacher note: Specify a completion date for submissions.

Task

Source your ideas

Early in the year, choose a topical issue, a current or historical event, or a theme from your literature studies that you will write about throughout the year. Explore the issue, event, or theme through reading and research and use this as inspiration for your writing.

Or you may choose to write on a different issue, event, or theme for each piece of writing or use the same one for each piece.

See Resource A for things to consider when choosing sources for your ideas. Ensure you choose a source(s) that will enable you to develop your ideas in detail.

Choose the text types

The texts you write can be of any type, for example, monologue, poetry, narrative, personal accounts, scripts, reports, essays, columns, editorials, or articles.

Consider using a range of styles.

See Resource B for examples of text ideas and styles.

Choose your audience and write a statement of intent

Discuss the intended audience with your teacher online or by phone. Consider the following points during this online or phone discussion:

* How much does your audience already know about your source ideas or the area/genre that you are deriving your source ideas from?
* How much explanation will you need to provide around key terms and jargon?
* What kinds of language techniques and effects are likely to command the attention of your audience?

Write a statement of intent that clearly identifies the ideas you are going to communicate and how you intend to engage the audience.

See Resource B for examples of text ideas, styles, and statements of intent.

Teacher note: Specify the conditions of this activity to suit your programme.

Produce your writing

Produce your writing throughout the year. Your teacher will give you online feedback during this process. As you progress, compare your texts to your original statement of intent and, if necessary, make changes. You may decide to refine your statement of intent.

From your collected writings choose at least two pieces to craft (rework, reshape) and submit a final digital copy for assessment. Make sure that each piece of writing you submit online:

* develops, sustains, and structures your ideas coherently
* demonstrates an understanding of the targeted audience and text purpose
* includes controlled, fluent writing by selecting and integrating ideas, language features, and structure appropriate to your purpose and targeted audience
* shows accurate use of written text conventions.

You will be assessed on the quality of your structured ideas and writing and the extent to which you show discerning and sophisticated understanding of purpose and audience.

You need to select at least two pieces to rework and present final digital copies for assessment. Length is not the primary consideration. However, it is unlikely that pieces shorter than 650 words will give you the opportunity to demonstrate your skills in crafting fluent and coherent writing.

Resource A: Sources for ideas

Choose a current topical issue, a current or historical event, or a theme from your literature studies that you are interested in exploring. Think about a place, time, issue, or idea that interests you. You may choose different sources for each piece of writing.

Use the questions below to guide your choice:

* Are there any current issues that you feel strongly about?
* Could you draw on issues or events considered in other subjects?
* Could you develop a theme from texts you have read or studied?

Resource B

Statement of intent

The statement includes the purpose of the text type and the intended audience. For example, “The purpose of this column is to both entertain and engage year 13 readers in order to persuade them to share my disapproval about the commercialisation of cultural icons.”

Text types

The texts you write can be of any type. For example, you may choose dramatic monologue (in the tradition of Browning), narrative, personal accounts, scripts, reports, essays, columns, editorials, or articles. Shape ideas about your issue, event, or theme into a text type that will engage your audience. You could, for example, write fiction from a real event or write an essay or journalism article on a topical issue.

Text ideas

You could use or modify one of the ideas below as the basis of your text. Identify initial ideas around the content and style of your text along with a clear statement of intent.

**Text idea:** The French Revolution

**Text type:** An essay that considers how societies deal with poverty by comparing the Paris of the French Revolution to Auckland today

**Purpose:** To show the differences between the two societies, their responses to poverty, and the results

**Text idea:** The French Revolution

**Text type:** A short story

**Purpose:** A first-person narrative to show the point of view of a prisoner in the Bastille

**Text idea:** The French Revolution

**Text type:** An essay based on Hilary Mantel’s *A Place of Greater Safety*

**Purpose:** To explore ideas of fate and independence

**Text idea:** Genetic engineering

**Text type:** Editorial

**Purpose:** To inform readers about changes in stem cell research funding and persuade them that government policies about it need to be changed

**Text idea:** Genetic engineering

**Text type:** Play script

**Purpose:** To explore different attitudes and opinions about genetic engineering through a one-act play set at a protest outside a research facility

**Text idea:** Genetic engineering

**Text type:** Personal account

**Purpose:** To examine the ethics of genetic engineering by engaging the empathy of the reader through a mother’s account of waiting for the results of a cystic fibrosis test

Assessment schedule: English 91475 It makes me think about …

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student produces at least two pieces of fluent and coherent writing. The pieces develop, sustain, and structure ideas.  This involves demonstrating an understanding of purpose and audience by:   * developing ideas and making links between them. This may include the use of narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints * selecting and using language features appropriate to each text type to create consistency in meaning and effect and to sustain interest * using text conventions accurately (including spelling, punctuation, grammar) so the writing contains only minor errors * selecting effective structure(s). This may include poetic, formal, and narrative forms or a combination of these.   *Text idea: Being human*  *Text type: Personal reflection*  *Purpose: To remind us that in the midst of all our technology, we need to remember our roots*  *Title:* Year of the Blob  “Back in the days, a long, long, and even longer time ago, the world was not as effortless as we all know it today. *Being in the 21st century, where everything you can ever want is at the click of a button, is now a reality. Gone are the days when Homo sapiens had to work to catch his food; now he has the option of the painless and energy-conserving alternative of the supermarket. Being in a time when we can complain about the excruciating two minutes it takes to make noodles is the epitome of the degeneration of the human condition.*  *“The 21st century has possibly made the human being the laziest species that could ever be described.* Cavemen were constantly battling the elements around them to survive, and yet we find ourselves aggravated by long supermarket queues, and annoyance in road traffic is scarily common. *Maybe this is an adaptation of our natural instinct to find the easiest way of getting things done. However,* when set up in contrast to the life of a caveman, not many present-day problems qualify to validate the extreme examples of laziness exhibited today*. I agree that back in the Stone Age life may have been simpler, but that did not make it easier for the people of the time.*  *“We are fast on our way to becoming human blobs, as the film* Wall·E *was kind enough to point out. In the future the Earth could become completely polluted, with the last of the human race living in space, virtually unable to walk because of their reliance on technology to fulfil their every whim. Frankly, this film frightened me.* It showed human beings taking the personification of laziness to the extreme and thus creating somewhat of an anti-evolution.  *“The Chinese zodiac has various animals for every 12 years.* I feel that in our time of human development change is imminent. A new creature is required to be added to the Chinese zodiac: the Blob. *This seems the direction in which humanity is headed. An increase in technology dependence may leave us no use for the human body; we could all end up just surviving with robotic servants tending to our every need, the sole purpose of our existence being to complain about the sluggishness of our new technology as we slowly evolve to balls of fat.*  *“With consumerism at its most prevalent, people are forgetting the way things used to be and have started taking for granted everything that has made their lives easier.* ***I cannot imagine having to start a fire with sticks or rocks when the hardest igniter I have ever used is a match; I cannot imagine having to hunt dinner for hours using a spear to immobilise it when the hardest I have had to run for my food is to the counter of a takeaway restaurant.*** *It's all about fast food, fast shopping, and a fast life. But when you put it all into perspective, the one thing that slows down is* the actual act *involved in the process; and people still find reason to complain of the speed of these time-saving conveniences. Society places value on the efficiency and speed of everything, which is all well and fine. But where is the appreciation? As we strive to be better and faster, we take humanity for granted.*  *“When you can't wait for the little things in life, there must be something wrong. In our desire to be at the top of the food chain we have become a laughing stock of the natural world. What can we anticipate for future generations? Gelatinous blobs of beings whose only movements are to either stuff nutrients into their gobs or to buy unnecessary junk they don't need on the Internet (if we even manage to evolve to that sorry state with the pending doom of global warming).* ***Something must be done if we wish to secure the future of the species; something must be resolved if we want to remain the superior species we are meant to be.***  *“I do not mean every single member of the human population should endeavour to become one with their inner mammal; I do mean humans should strive to be more active and patient with the little aspects of life, such as technology, getting to places, or even just appreciating the availability of resources. This will not only let us value life in this day and age but will also allow us to view the life of the caveman with newfound respect, giving future generations more time to figure out a way to preserve the human species before we evolve to balls of fat just using up space and oxygen. So when find yourself complaining about the extra 30 seconds the Internet is taking to send your emails, just think, ‘What would a true Homo sapiens do?’ … and get over it.”*  *The examples above relate to only part of what is required, and are just indicative.* | The student produces at least two pieces of fluent and coherent writing. The pieces develop, sustain, and structure ideas, and are convincing.  This involves demonstrating a discerning understanding of purpose and audience through the discriminating selection, development, and integration of ideas, language features, and structures appropriate to each text type to create consistency in meaning and effect and to sustain interest by:   * developing ideas and making links between them. This may include the use of narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints * selecting and using language features appropriate to each text type to create consistency in meaning and effect and to sustain interest * using text conventions accurately (including spelling, punctuation, grammar) so the writing contains only minor errors * selecting effective structure(s). This may include the use of poetic, formal, and narrative forms or a combination of these.   *Text idea: Being cool*  *Text type: Column piece*  *Purpose: To show the**commercial exploitation of cultural icons*  *Title: Che*  *“I saw Che Guevara today. In the canteen. It's not unusual. I saw him in town too. Ernesto Guevara. Born in Argentina and aimlessly strolling through the mall. He used to be a freedom fighter, you know. Led a revolution. Back before the CIA granted him martyrdom and before his face was printed on thousands of T-shirts, bags, and other fashionable stuff. The Che I saw was on a red T-shirt. There are others around school too, on bags and T-shirts mainly. Even I own a Che badge. I never wear it though.*  *“This fashion revolution invaded New Zealand from the USA. The home of democracy and freedom of speech. And anti-communism. They have fought wars and spun propaganda to convince the world that communists are a primitive folk who need converting. Being politically correct, communist countries aren't disease-ridden enough to be the Third World nor corporation-ridden enough to be the First World. They are the Second World. And wouldn’t you know it, Che and his cronies installed a communist government after they revolted. And now Americans worship him.*  *“Modern Che sightings are understandable. Che is cool. His careless but perfectly placed hair with his careless but perfectly placed hat urges that fashionable feeling of fighting for peace. Ever since March 2003, when one dictator tried to remove another while banishing any pro-USA feelings in both hemispheres, the need for peace to be reinstated has had a serious assault on the shelves. Check out thechestore.com. Trucker hats, T-shirts, hoodies, backpacks, cigarette lighters. Che is an icon. He is an idol for his part in the Cuban revolution. Why not? He stood up for the rights of the people. The CIA caught up with him in the Bolivian jungle and gave him the proper terrorist-suspect treatment, making sure to remove his hands to avoid identification of the corpse. He does deserve to be remembered for what he achieved in his short life. But he's not.*  *“The image of Che's face is so common that it has grown detached from the reality. If we are going to celebrate a revolutionary, why not celebrate the actual leader of the revolution, not his scruffy friend? Or even better, why don't we celebrate leaders of non-violent revolutions, such as Mahatma Gandhi or Martin Luther King Jr? Che introduced the idea of guerrilla warfare. He and his cronies spent several years killing the authorities before they finally overthrew the dictator. Che personally signed death warrants for several generals. What a lovely role model. I wonder how many of the cool generation want that on their chests.*  *“It all comes down to the photo. It's cool. Che's John Lennon hair and revolutionary whiskers really can’t be compared to images of others in his field. Even though Ghandi also overthrew a greater power and was killed for doing it, his bald head, smile, and spectacles don't arouse the same feeling of rebellion as Che. He just doesn't look as cool. And Fidel Castro. He also led a revolution. He wasn't killed, however. He is still lurking somewhere in Cuba, old, decrepit, and not fashionable.*  *“The average Che-wearing cool dude doesn't know about the person behind the ragged and distant face they are parading. The more the image of Che is used as an icon of rebellion, the further the image goes from the real man. But I won’t complain if, 40 years after I die, my face is printed on a T-shirt. I really won’t mind whether the person who is wearing me knows about who I was. Just the fact that they think my face on the T-shirt looks cool enough to wear will be good enough for me.”*  *The examples above relate to only part of what is required, and are just indicative.* | The student produces at least two pieces of fluent and coherent writing. The pieces develop, sustain, and structure ideas, and are convincing and command attention.  This involves demonstrating a sophisticated understanding of purpose and audience through the insightful selection, development, and integration of ideas, language features, and structures appropriate to the text type to create consistency in meaning and effect, sustain interest, and create a striking whole by:   * developing ideas and making links between them. This may include the use of narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints. * selecting and using language features appropriate to each text type to create consistency in meaning and effect and to sustain interest * using text conventions accurately (including spelling, punctuation, grammar) so the writing contains only minor errors * selecting effective structure(s). This may include poetic, formal, and narrative forms or a combination of these.   *Text idea: Being an alpha male*  *Text type: Column piece*  *Purpose: To define the alpha male*  *Title: I Knocked The Bugger Off*  *“I recently ran in our school cross-country, and* *although I am still traumatised by the event, at my pace I had plenty of time to do some thinking. As the starting gun sounded, all the students bolted off in the naive belief they could maintain this sprint pace for the whole race, while the teachers who chose to run began at a jog. By halfway the teachers were still jogging, but most of the students, now tired and distracted from the task of trying, were walking.*  *“We ran past a lake on our course where there was a model yacht race going on. I thought of Trevor Mallard's proposition to put $34 million into the America's Cup at a time when that ship has already sailed. Now, Trev can claim all he wants is an investment for New Zealand. I suppose it's a lot safer than the superannuation fund, but I'm sure he's just getting back at all those kids who beat him at model yacht races when all he could afford was a home-made job fashioned from an ice-cream container and an old tea towel. After all, these are real big boys' toys, but that Swiss billionaire can’t have read the script. HE wasn’t supposed to knock the bugger off. WE were.*  *“On the homeward stretch the lofty peaks of the Port Hills rose before me. I was reminded of the trapped climber in the USA who saved his own life by hacking off his arm with a pocket knife so blunt it couldn't even cut the hairs off his arm. Now, many will say he just did what he could to save his life, but any man who speaks of twisting his own radius and ulna until they snap as though he is calmly doing a simple dissection in biology is milking the situation just a little. Still, we should give him credit for appropriately timing the knocking off of a different bugger.*  *“So what did all this thinking tell me? Boys will still be boys. Even in our mochaccino, house husband, unisex society, there is still a desire to be heroic, to lead from the front. Even in our intellectual society, there is a desire for actions to speak louder than words. Evolution hasn't removed the alpha male gene from the human race. Why do* TheMatrix *movies succeed at the box office where deeply theological and philosophical movies fail? Learn kung fu, plug in that alpha gene, and go, complete with sunglasses, leather, and 14-minute chase scene – that's why.*  *“The alpha male syndrome is part of our culture as far as sport is concerned. We hear stories of sports stars playing on with broken arms and snapped ligaments and, for those north of the Bombay Hills, without fully functioning brains. It is the reason rugby is our national game. Soccer requires a greater range of skills, more coordination, and more complex tactics than rugby, but in soccer a poke in the back sees players fall over and start crying. Plus, all the Italian team members have girlie haircuts.*  *“It even permeates politics. Our great mate George W. Bush, the straight-shooting cowboy, is the* *classic alpha-saturated example. In his desire to knock another bugger off he managed to turn the Middle East (sounds a lot like the Wild West) into a classic good guy/bad guy situation where the Americans ride into town on white horses and find that there ‘isn't enough oil for the two of us’. Where will George’s Middle Eastern round-up finish? Syria and Iran are just towns the Americans haven't visited yet. The alpha male can be found at the root of our civilisation’s mythology: whether it’s Maui or Hermes, there are always arguments about who has caught the biggest fish or runs the fastest.*  *“Having figured all this out during the race (isn't it amazing how life becomes crystal clear during moments of agony?), I found the alpha male gene inside me. I surged ahead at the river crossing, overtaking three people in the process and catapulting myself to 106th in the race. What made this extra sweet was that our principal had been one of the three I had overtaken. Of course, he has had coronary artery bypass surgery and is no longer in the athletic prime of his youth, but at the time that didn’t seem to matter. I had just conquered my own snowy-topped Everest.”*  *The examples above relate to only part of what is required, and are just indicative.* |

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