

Internal Assessment Resource

English Level 2

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| This resource supports assessment against:  Achievement Standard 91103 version 3  Create a crafted and controlled visual and verbal text |
| Resource title: Looking forward/looking back |
| 3 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 | September 2020 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-01-2015-91103-02-5503 |
| 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 91103: Create a crafted and controlled visual and verbal text

Resource reference: English 2.6A v3

Resource title: Looking forward/looking back

Credits: 3

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 very familiar with the outcome being assessed by the Achievement Standard English 91103. 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 develop and perform a dramatic presentation based on a character from a text they have read. Students have to develop ideas about the character before and after an important change or moment in the character’s life and present these in a dramatic monologue.

Alternatively, this activity could be adapted to allow for students to work in pairs and to create a dialogue based on the changes in two characters. In this case, the presentation must be long enough to show developed and sustained ideas for each student.

Another alternative could be to have students perform extracts that show a contrast in the characters, rather than develop their own dramatic monologue.

This activity may be linked to a text or theme study undertaken in class or the text may be selected from students’ personal reading.

Students should be familiar with visual and verbal terminology and should have viewed other visual texts prior to this assessment.

Conditions

Students can research and develop ideas for the dramatic presentation in and out of class time. During the development phase of the text, you will need to validate the authenticity of the students’ ideas. Initial planning and final presentations should be undertaken in class time.

During the production process, you can advise students that their dramatic presentation may need further work on the ideas, structure, or visual components, but you cannot offer specific ideas or instructions on how to improve it.

Resource requirements

Students should have access to the texts and the equipment needed to create their presentation.

Additional information

The appendixcontains extracts from a monologue focused on the character of Macbeth that demonstrate how the monologue has been developed and integrated across the contrasting times (before and after a key event). Teachers may choose to provide this to students or provide other appropriate examples.

Opportunities exist to connect the visual text to the assessment of other internal standards such as Achievement Standard English 91101 *Produce a selection of crafted and controlled writing.* Where such integration between different parts of the programme occurs, teachers must ensure that the work presented for each assessment 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.

**Internal Assessment Resource**

Achievement Standard English 91103: Create a crafted and controlled visual and verbal text

Resource reference: English 2.6A v3

Resource title: Looking forward/looking back

Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
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| * Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas. | * Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas convincingly. | * Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas effectively. |
| * Create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create effects. | * Create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create convincing effects. | * Create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to command attention. |

Student instructions

Introduction

This assessment activity requires you to develop and perform a dramatic monologue based on a character from a text.

Your monologue will focus on the character **before** and **after** a significant event or change in their lives. Show this significant event or change to the audience both visually and verbally and connect the ideas between the two parts (the before and after) of your monologue.

You may quote parts of the text but you should mostly use your own words in your script.

Your audience will be your class and teacher.

The monologue should be at least four minutes long to allow you to present sufficient evidence.

You will be assessed on how well:

* you develop, sustain, integrate, and structure your ideas in your monologue
* you use visual language features appropriate to the purpose of your monologue and your audience
* your monologue commands the audience’s attention.

Task

There are five parts to this activity. See Resource A for further guidance.

Part 1: Choose a character

Choose a character in an appropriate text.

The character needs to have relevance to modern society.

Check with your teacher that this character will provide opportunity for you to achieve this standard at every level.

Part 2: Consider your character

Consider some key questions such as:

* How is your character affected by the events that take place in the text?
* Does the character go through any changes?

Develop your ideas. See Resource A for some suggestions.

Part 3: Draft your script

Brainstorm and develop your dramatic monologue in a logical order.

Consider the visual and verbal language features you could use to develop your character. See Resource A for some examples.

Draft and develop your script.

Part 4: Rehearse and refine

Rehearse your monologue.

Refine your script as necessary.

Part 5: Present your monologue

Present your monologue to your audience.

Your monologue must:

* use appropriate verbal and visual techniques
* integrate ideas within your monologue
* demonstrate crafting and control.

Resource A - Planning tools

Character choice

You may choose a character from a class study, a research study, a theme study, or from your personal reading.

You could with a partner brainstorm a list of characters from the texts you have read.

Individually, choose one character to focus on.

Key character questions: some suggestions

How is your character affected by the events that take place in the text? Does your character change? Are these changes small or very great? (For example, in *Macbeth*, Macbeth was an ambitious young soldier but, after Duncan’s murder, becomes a bloodthirsty tyrant.)

What effect does your chosen character have on events that take place in the text?

How might this character link to our modern society?

Is the author telling us something about human nature that is relevant to our lives?

How could links to our society and relevance to our lives be reflected through costume, music, props, or dialogue?

How does the character link to my own life or culture?

Developing your script

It is important to build on ideas about the character by noting down comments, explanations, details, or examples. You could create a character analysis chart to organise these notes under simple headings, for example:

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| **Before** | **After** |
| Looks like … | Looks like … |
| Talks like … | Talks like … |
| Acts like … | Acts like … |
| Believes in … | Believes in … |
| Thoughts and feelings … | Thoughts and feelings … |

You should combine and link the techniques you use so that they all work together to create a clear understanding of the character.

Use verbal and visual language features appropriately to help develop your ideas.

Annotate your script with the visual and verbal features you will use and where you will use them.

Make sure that both parts of your presentation are linked and that you think about how you can show any changes from the first part to the second.

Consider how you could make links between your character and your audience and/or the modern world. This will help you to develop and integrate your ideas.

Verbal and visual features

**Visual language features** could include the use of gestures, body language, facial expressions, movement, costume, props, set, and lighting.

**Verbal language features** could include the use of voice, music, and sound effects.

Preparing your monologue

You could rehearse and refine your monologue on your own, with a partner, or in a group.

As you rehearse, think about ways in which you can refine and improve your monologue.

Presenting your monologue

You will need to:

* use appropriate verbal and visual techniques
* integrate ideas within your monologue
* demonstrate crafting and control.

You should be able to present your dramatic monologue confidently. Although cue cards can be used, they will detract from your presentation if you are referring to them too often. Use another student as a prompt if you need help.

Assessment schedule: English 91103 Looking forward/looking back

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student creates and delivers a crafted and controlled visual text in the form of a dramatic monologue.  The student demonstrates that s/he can develop, sustain, and structure ideas and use appropriate verbal and visual language features in a crafted and controlled visual text.  This means that the scripted and presented dramatic monologue (visual text):   * is either a live or recorded dramatic performance * includes visual and verbal components * includes information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts or feelings * is original in construction * is systematically reworked and reshaped * includes components that are either original, adapted, or taken from other texts or sources * is “stand alone” and not a component within an oral presentation * builds on ideas by adding comments, explanations, details, or examples * makes connections between ideas throughout * deliberately uses language features that create meaning and effect, and are appropriate to the selected audience and purpose. | The student creates and delivers a crafted and controlled visual text in the form of a dramatic monologue.  The student demonstrates that s/he can develop, sustain, and structure ideas convincingly and use appropriate verbal and visual language features in a crafted and controlled visual text to create effects.  This means that the scripted and presented dramatic monologue (visual text):   * is either a live or recorded dramatic performance * includes visual and verbal components * includes information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts or feelings * is original in construction * is systematically reworked and reshaped * includes components that are either original, adapted or taken from other texts or sources * is “stand alone” and not a component within an oral presentation * builds on ideas by adding comments, explanations, details, or examples * makes connections between ideas throughout * deliberately uses language features that create meaning, effect, and interest, and are appropriate to the selected audience and purpose * creates an overall effect of the ideas and structure that is reasoned, clear, and relevant to the purpose of the text. | The student creates and delivers a crafted and controlled visual text in the form of a dramatic monologue.  The student demonstrates that s/he can develop, sustain, integrate, and structure ideas effectively and use appropriate oral language features in a crafted and controlled visual text to command attention.  This means that the scripted and presented dramatic monologue (visual text):   * is either a live or recorded dramatic performance * includes visual and verbal components * includes information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings * is original in construction * is systematically reworked and reshaped * includes components that are either original, adapted, or taken from other texts or sources * is “stand alone” and not a component within an oral presentation * builds on ideas by adding comments, explanations, details or examples * makes connections between ideas throughout * is crafted so that there is a clear sense of dramatic flow (organisation) * deliberately uses language features in a sustained, inventive, and skilled manner that creates meaning and effect, is appropriate to the selected audience and purpose, and sustains audience engagement * creates an overall effect of the ideas and structure that is generally compelling or persuasive. |

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

Appendix – Extracts from *Macbeth* character monologue

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| Extract 1: Macbeth at the beginning of the play | Techniques used and effect |
| Music: Queen’s “We Are the Champions”. Music fades out and Macbeth enters, striding in. Quite modern corporate dress. Holding a newspaper.  Today has been glorious. I feel that destiny holds something special for me. (Macbeth brandishes newspaper as if it is a sword.) I was the one who finally defeated Macdonwald. Oh, I will be in favour with Duncan now. I wonder what my reward will be (pause as if thinking about the reward). Greatness in some form, I feel. It is surely written in the stars.  (Macbeth opens newspaper: headline on front page reads: Coup in Fiji. Military control.) Now let me see (looks inside paper) Horoscope for Leo “An auspicious day but beware the ravages of ambition…”. | Music effectively creates the mood and reflects the way Macbeth feels after the exhilaration of battle. Modern corporate dress helps to link the ideas to a modern audience so people can see that time does not change human nature.  Prop of newspaper, conveys idea of sword when brandished and shows his fighting nature. Link to Fiji on front page again links and **integrates** play to modern world.  Movement around stage shows Macbeth’s confidence and brashness at this stage. |
| Extract 2: Macbeth after Lady Macbeth has died | Techniques used and effect |
| Music: “Hurt” by Johnny Cash. Music fades out. Macbeth is sitting on stage holding head in hands. Dress dishevelled. Lifts head and looks at the audience. Speaks slowly and hesitatingly. Has crown on head but takes this off as he starts to speak.  Such a small object but gained at what cost? Death. Destruction. What a price! I have almost forgotten the taste of fear. At one time I would have jumped at the sound of a night owl and my hair would stand on end. But now, nothing (pause). Not even the news of my wife’s death can move me. I’m glad she is out of this hell. It is nearly over. I can feel it. I have supp’d full with horrors. | Music creates sombre mood. Macbeth is defeated and battle weary. Dress dishevelled to show his mood, **developing ideas** about character. Prop of crown used to signify his power and fall from power. No movement around stage contrasts with the brash Macbeth in the opening also **develops and sustains ideas** about character. Use of minor sentences and rhetorical questions shows his fragmented and anxious thoughts. Contrasts with longer sentences in the opening **commands attention**. Suggestion of metaphor from the text “supp’d full with horrors” to show his corruption. |