Internal Assessment Resource

English Level 1

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| This resource supports assessment against:Achievement Standard 90052 version 5Produce creative writing |
| Resource title: Conflict and Resolution |
| 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 | January 2015 Version 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-01-2015-90052-02-4411 |
| 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 90052: Produce creative writing

Resource reference: English 1.4A v3

Resource title: Conflict and Resolution

Credits: 3

Teacher guidelines

The following guidelines are supplied 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 Achievement Standard English 90052. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it. Read also the *Conditions of Assessment.*

Context/setting

This assessment activity requires students to develop and write a short story in which a character has to make a difficult decision.

You will need to ensure that students are familiar with all aspects of story writing (such as characterisation, description, and dialogue) and skills (such as developing ideas, writing with control, editing, and proofreading).

Conditions

Read the Conditions of Assessment closely in order to ensure good assessment practice.

Where student work is to be presented for assessment, constructive feedback should not compromise authenticity, but you can validly make suggestions about areas where further development is needed.

Students should have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgements are made.

Additional information

Students’ writing could also be adapted for assessment in another mode, such as an oral presentation. For example, students may choose to write in the first person, which could be adapted for an oral assessment against Achievement Standard 90857 *Construct and deliver an oral text*.

Wherever such integration between different parts of the programme occurs, ensure that the work presented for assessment is developed sufficiently in order to meet the criteria for each standard. Refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment.

Resource requirements

None

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| Achievement | Achievement with Merit | Achievement with Excellence |
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| Develop and structure ideas in creative writing. | Develop and structure ideas convincingly in creative writing. | Develop and structure ideas effectively in creative writing. |
| Use language features appropriate to audience and purpose in creative writing. | Use language features appropriate to audience and purpose with control in creative writing. | Use language features appropriate to audience and purpose with control to command attention in creative writing. |

Student instructions

Introduction

This assessment activity requires you to develop and write a short story in which a character has to make a difficult decision.

You will have approximately three weeks of in-class and out-of-class time to complete this activity.

You will be assessed on your ability to effectively develop and structure your ideas, and use language features to command attention appropriate to the audience and purpose for writing.

Task

Write a short story of at least 350 words.

Your audience is the other students in your class and your teacher.

Your purpose for writing is to engage your audience and to get them to think about the challenges and consequences of making a difficult personal decision.

Plan and draft

Brainstorm ideas and select the one that best meets your purpose and audience.

Plan and develop your draft.

Prepare and submit your writing for assessment

Edit and proofread your work.

You may ask your teacher to read your draft and provide you with feedback. Note: Your teacher cannot provide specific solutions but may be able to guide you in general terms about how you might improve your work.

You will need to make sure that the writing you submit for assessment:

* is at least 350 words long
* develops and structures your ideas
* uses language features that are appropriate to your audience and purpose
* has been checked for errors.

When you are satisfied with your writing, hand it in for assessment.

See Resource A for further guidance.

**Resource A: Preparing and submitting your writing for assessment**

Often what separates a weak piece of writing from a strong one is the time and effort the writer has spent editing and proofreading their work. These two processes have different purposes but are equally important in crafting an effective piece of writing.

**Editing** means that you read your work and make improvements to the ideas and the language features of the piece. For example, you might:

* strengthen your opening to command attention
* improve the flow of your sentences
* vary the way that your sentences start
* improve the links between your ideas
* consider the effect of your language choices in developing your ideas
* ensure you structure your ideas to suit your audience and purpose.

**Proofreading** means that you should check your work carefully for:

* missing or incorrect punctuation
* missing or misused capital letters
* incomplete or incorrect sentences
* incorrect paragraphing
* incorrect spelling
* mixed up verb tenses.

You may not be required to revise and edit your draft immediately. Your teacher may “park” your draft for a while so when you look at it again, you will see it in a new light.

Assessment schedule: English 90052 Conflict and Resolution

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has developed and structured a short story of at least 350 words in which a character has to make a difficult decision, using language features appropriate to audience and purpose. In the sample from which these examples are taken, one twin has to make a decision to donate a kidney. The student has* built on a single idea by adding details or examples, such as further explanation or unpacking the main ideas. The idea that one of the twins has been influenced by others since moving to a new town is developed in the first paragraph.

For example: *Katie and I used to be like two peas in a pod, we were practically inseparable, we always knew what one another were thinking.**“That’s our twins!” Mum used to boast proudly, when ever we had guests. But not lately, ever since we moved towns Katie has become a completely different person. She’s been hanging out with the ‘wrong crowd’, wagging school and God knows what else.** linked that idea to other ideas and details in a way that is appropriate to a short story. In the example, trouble is foreshadowed, which comes in the form of a car crash and the subsequent decision for one twin to donate a kidney, and the implications of changing one’s mind, which is developed in the following paragraphs.

For example: *I’m sorry to inform you that your daughter, Katie has been involved in a car crash and is in intensive care at Waikari Hospital.”**Just like that everything I knew as my life had changed…**…Silence, as I thought of my decision.* *Suddenly I blurted, “Why do I have to give up part of myself for her, she doesn’t deserve it, she brought this all on herself.”…**…What had I done? So that Sunday morning at 8.30 am I made my way down to Waikari Hospital, where mum and dad had spent the night to tell them about my new change of heart…but it had already been too late.** used language features (vocabulary, syntax, stylistic features, and written text conventions) as appropriate to the audience and purpose.

For example:*As I slowly made my way down the hallway, it felt like every step I took I was standing on thousands of agonising needles. I fetched my parents, as mum saw the man standing on the front step I could see her face become visibly tighter.* * used written text conventions without intrusive errors or significant error patterns (e.g. unintentional sentence fragments, repeated spelling errors, mixed verb tense, ‘run-on’ syntax). In this sample there is some awkward use of syntax and structures, but not sufficient to be intrusive.

For example: *As I slowly made my way down the gleaming, white passage towards the intensive care unit at the hospital. I couldn’t even recognise her with all the bloody gashes and the tubes sticking out of her everywhere.* | The student has convincingly developed and structured a short story of at least 350 words, in which a character has to make a difficult decision, using language features appropriate to audience and purpose with control. In the sample from which these examples are taken, a student dies as a result of anorexia. The student has* built on a single idea by adding details or examples, such as further explanation or unpacking the main ideas so that the short story is generally credible. However the fainting and sudden death is a little too dramatic to be effective. The idea of the narrator’s desire to be beautiful (skinny) and envy (of Alysha) is established and developed convincingly.

For example: *I stared in the mirror. A short, brown-haired, brown-eyed, fat girl stared back at me...*…*The models in the magazines were skinny. So skinny they looked like they hadn’t eaten in a month. My best friend Alysha was that skinny and she hardly eats anything. I wanted to be that skinny. Skinny was beautiful…**… I felt so tired all the time, like I could drop dead any second. But I was happy; I had never been so skinny before…**…I stood in front of my bookshelf and grabbed the large stack of fashion magazines. I laid them out on my bed. I opened the first one I saw and turned to the fashion section. The models in my magazines were skinny. So skinny they looked like they hadn’t eaten in a month. My best friend Alysha was that skinny. But now she’s dead.* * linked and connected that idea to other ideas and details in a way that is appropriate to a short story.

For example: *That wasn’t fair; Taylor had a great body, curvy in all the right places. But not as great as Alysha’s.* *…I stole a glance at Alysha. She was skinnier than I thought. Her skin was moulded around her ribs and collarbone, and her long arms and legs looked like twigs, like you could snap them with your fingers…* *…My eyes shifted out of focus, and all I could see was the horrible vision of Alysha, falling, in slow-motion, to the damp, mossy ground.** selected and linked language features as appropriate to the intended audience and purpose for the selected text type. The dialogue between the girls is realistic and convincing.

For example: *Come on Jess!” my other friend Taylor said. “You haven’t eaten all day!”…**… Ugh, I look so fat,” Alysha said. “I think I might cut down to one snack a day”.**“Seriously Al, you’re so skinny,” Taylor said.**“I think she looks great,” I said.**“No she doesn’t, she looks disgusting. So do you, Jess. I think you both need help”…*…*The models in my magazines were skinny. So skinny they looked like they hadn’t eaten in a month. My best friend Alysha was that skinny. But now she’s dead.* * used written text conventions accurately so that the writing contains only minor errors.
 | The student has effectively developed and structured a short story of at least 350 words, in which a character has to make a difficult decision, using language features appropriate to audience and purpose to command attention. In the sample from which these examples are taken, the writer is confronted with a beggar for the first time. The student has* built on a single idea by adding details or examples, such as further explanation or unpacking the main ideas so that the short story is compelling. The ideas are developed convincingly through the motif of the jacket causing the narrator to see a desperate situation.

For example: *My jacket rubbed against another, the resistance a cue for me to look around. I could see smoke drifting amongst all different kinds of people, those going to appointments, jobs and meetings. As my eyes lowered towards the side of the pavement I saw another group of people, perhaps less ordinary. They sat awaiting the pity of those walking by. I stood amazed, for those people were beggars.** linked that idea to other ideas and details so that the story is well-organised. The jacket pocket contains the ten dollar note which will alleviate the beggar’s situation temporarily - the tugging of the jacket signals the narrator’s departure from the situation.

For example: *My hand warm in my pocket, fingers jostling between the note...*…*The note dad had given me five minutes earlier. Ten dollars to buy groceries, but what to give this man? My fingers were still holding the paper note…**…My hand reached towards his. Ever so slowly, he snatched the ten dollar note…**…Mum tugged my jacket to leave and we walked into the mass of people.** selected, linked and sustained language features in an original manner, or in a distinctive personal voice, dimension or viewpoint as appropriate to their audience and purpose for the selected text type. In this sample, the narrator has built on an internal monologue in response to the situation, expressing feelings of guilt, bewilderment by others’ indifference etc.

For example:*I shut my eyes to escape reality and felt an impulse of guilt. So many people were walking by. I looked up.*And the description of the beggar develops the idea of his desperation in contrast to the narrator’s own life.For example:*Familiar surroundings seemed less ordinary. The people around me were a blur; all I could see was this man. His beard now swaying against the soft breeze, but his eyes in a fixed position… I remember his eyes stinging my back as I walked away. I looked around to see him smile sitting on the side of the pavement. It was worth everything.)** used written text conventions accurately so that the writing contains only minor errors.
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Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.