

Internal Assessment Resource

English Level 2

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| This resource supports assessment against:Achievement Standard 91103 version 4Create a crafted and controlled visual and verbal text |
| Resource title: Delving into ideas from texts |
| 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 2025 Version 4To support internal assessment from 2015 |
| 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 2.6B v4

Resource title: Delving into ideas from texts

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 identify key ideas from a text they have studied in class and develop a controlled visual text that explores those ideas. Students can choose the form their finished product will take.

You may wish to limit or extend the range of options available to students, depending on the resources available.

Students should be familiar with visual and verbal terminology and should have analysed a range of visual texts prior to this assessment.

Access a variety of texts to demonstrate the different forms available for this assessment, for example, graphic novels, static images, film, or digital essays such as that found at [http://www.classroom20.com/video/649749:Video:3589](http://www.classroom20.com/video/649749%3AVideo%3A3589).

Conditions

Students can research and develop ideas for the production in- and out-of-class time. During the development phase of the visual text, you will need to validate the authenticity of students’ ideas. The assessed visual text should be primarily assembled under your supervision to ensure authenticity.

Between drafts, you can advise students that their visual text may need further work on ideas, choice of layout, design, or content, but you cannot offer specific ideas or instructions on how to improve it.

Resource requirements

None.

Additional information

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,* depending on the form their visual/verbal text takes.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 2.6B v4

Resource title: Delving into ideas from texts

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.
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| * Create a crafted and controlled visual and verbal text using features appropriate to purpose and audience to create effects.
 | * Create a crafted and controlled visual and verbal text using features appropriate to purpose and audience to create convincing effects.
 | * Create a crafted and controlled visual and verbal text using features appropriate to purpose and audience to command attention.
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Student instructions

Introduction

This assessment activity requires you to create a controlled visual text focused on ideas that interest you from a text you have studied in class this year.

The audience for your work will be your class and teacher.

The way you present your work should be taken from the following list, depending on the facilities and equipment that are available to you:

* a static image sequence
* a graphic story/illustrated text
* a filmed sequence/scene
* a display combining visual and verbal features
* a digital essay combining visual and verbal features
* a podcast or online text, such as a website or screencast, combining appropriate visual and verbal features.

You will be assessed on how well you:

* develop, sustain, and structure ideas
* use verbal and visual features appropriate to audience and purpose
* craft a controlled visual text.

Your teacher will specify a due date.

Task

Select some key ideas from a text you have studied and craft a visual text to present these ideas. There are five parts in this task.

For further details of how you might complete this task, see Resource A.

Part 1: Choose the ideas and the form of your visual text

Choose one text on which to base your visual text.

Brainstorm and select two or more ideas from your chosen text to present in your visual text.

Part 2: Research and explore the form of your visual text

Research and select the form of your visual text.

Explore how features of your selected visual text form are used effectively.

Part 3: Plan your visual text

Brainstorm ideas for your design.

Select some features that you could use yourself. Be realistic.

Source extracts and create images for your visual text.

Part 4: Craft your visual text

Draft, rework, and reshape your visual text.

Make sure your visual text is as well crafted and integrated as you can make it.

Part 5: Present your visual text

Present your visual text to your specified audience.

Resource A - Planning and crafting your visual text

Choose a text and the ideas for your visual text

Consider texts and ideas that you have discussed in class.

Choose one text on which to base your visual text. Brainstorm the ideas it presents.

Which ideas interest you most? For example, you may have studied a film that explores the ways in which two cultures clash with each other and would like to explore these ideas further.

Discuss your possible ideas with a partner.

Select two or more ideas to present in your visual text.

Check with your teacher that your chosen text and the ideas that you have selected will provide you with the opportunity to achieve at every level.

Create a planning chart to help you as you develop your selected ideas:

* Use it to record the ideas and the format you plan to use.
* Think about who your audience will be and then consider how you will present your idea(s) visually and verbally.
* List the likely visual techniques (such as images, font, costumes, movement) and verbal techniques (such as dialogue, music, quotations, alliteration) you plan to use to express your ideas effectively.
* Add to this planning chart as you continue to develop your ideas.

Consider your own strengths when planning.

Research and explore the form of your visual text

Consider the form your visual text will take. Here are some possible examples – many others are possible.

* Find other texts that also explore your chosen idea(s) and **develop a** **dramatic presentation** that combines extracts from these texts. You could include your own scripted elements in addition to extracts from other texts. Alternatively, having read around the topic, you may choose to write your script completely in your own words. Your ideas will be expressed through the information and viewpoints you include, how you construct your presentation, and the visual and verbal features you use.
* **Create a digital essay** that conveys your idea(s) through the opinions and information you use and how you convey these in the images you select or create.
* **Develop a story to present as a graphic text** that expresses your idea(s) through its narrative, structure, and visual and verbal features.

Whatever form you select, linking and integrating your ideas will help you to achieve a coherent presentation.

Research and analyse examples of your chosen form. Ask questions about one or more of these samples:

* How does the author make me interested in the text?
* How has the author used colour or font effectively?
* How has the author used layout and composition effectively?
* How have contrast and juxtaposition been used?
* (In an audio-visual text) How have volume, pitch, and pause been used?
* What visual features have been used and what is their effect?
* How do the visual features of the text work with the verbal features?
* Which features could I use in my visual text?

Plan your visual text

Use your prior discussions and planning chart to help you as you draft your visual text.

Settle on which visual techniques you will use. Remember to use these techniques in an original way and not to copy from the examples you have analysed.

Source extracts and create images for your presentation that you can combine with your own ideas in an interesting and imaginative way.

Craft your visual text

Apply each technique with precision and care.

If you are using a computer and software like Publisher or Photoshop, think about how you can be original and how you can create a presentation that will command the attention of your audience.

The finished visual text needs to be crafted and controlled, which means that it needs to look professional. Check through your text and look for any errors. Look for places where it can be improved. Are you pleased with the finished product or are there things which need amending or replacing?

Consider the effectiveness of the following things in your work:

* the visual features you have used such as colour, layout, font, juxtaposition, contrast, balance, costume, props, and movement
* the verbal features you have used such as written or spoken language features (e.g. imagery, sentence structure, use of emotive words, alliteration), music, dialogue, and quotations
* the links between your features – how they support each other
* the development and structure of your ideas in the text.

Present your visual text

Present your visual text in a way that is appropriate to your text type, your audience and your purpose. Here are some examples.

* You could use a computer lab and the internet if you are doing a web-based presentation.
* You could use a data projector and computer if you are doing a slideshow or photo essay.
* You could use paper or card for graphic texts or visual displays.

Assessment schedule: English 91103 Delving into ideas from texts

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student creates a crafted and controlled visual text that develops, sustains, and structures ideas, and uses visual and verbal features appropriate to purpose and audience. This means that the visual text:* 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
* may include digital or multi-media presentations, graphic or illustrated texts, and live or recorded dramatic performances
* 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 visual and verbal features that create meaning and effect and are appropriate to the selected audience and purpose.
 | The student creates a crafted and controlled visual text that develops, sustains, and structures ideas convincingly, and uses visual and verbal features that are appropriate to purpose and audience, to create effects. This means that the visual text:* 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
* may include digital or multi-media presentations, graphic or illustrated texts, and live or recorded dramatic performances
* 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 visual and verbal features that create meaning, effect, and interest, are appropriate to the selected audience and purpose, and sustain interest
* creates an overall effect of the ideas and structure that is reasoned, clear, and relevant to the purpose of the text.
 | The student creates a crafted and controlled visual text that develops, sustains, and structures ideas effectively, and uses visual and verbal features that are appropriate to purpose and audience, to command attention. This means that the visual text:* 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
* may include digital or multi-media presentations, graphic or illustrated texts, and live or recorded dramatic performances
* 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 visual and verbal 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.
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.