

Internal Assessment Resource

English Level 2

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| This resource supports assessment against:  Achievement Standard 91104 version 2  Analyse significant connections across texts, supported by evidence |
| Resource title: Sink your teeth into texts! |
| 4 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 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-01-2015-91104-02-5505 |
| 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 91104: Analyse significant connections across texts, supported by evidence

Resource reference: English 2.7A v2

Resource title: Sink your teeth into texts!

Credits: 4

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 Achievement Standard English 91104. 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 assessment activity requires students to analyse the similarities and differences between texts of the same type or genre.

Students will use at least four texts. The texts can be any combination of written, visual, and/or oral and short and/or extended. At least one of these must be selected independently by the student.

Students will present their findings as a written report. The written report should:

* identify at least two significant connections across identified texts
* provide supporting evidence from the texts
* acknowledge other sources.

Texts should be appropriate to level 7 of *The New Zealand Curriculum*, or have characteristics that enable students to meet the expected level of discussion. However, in some cases it may be appropriate to include a text below level 7. This may help to provide a broad, varied range of texts relevant to the focus of the activity.

Conditions

To allow students time to select and read a range of texts, this assessment activity will ideally take place over a period of longer than two or three weeks. Students can read texts, collect information, and develop ideas for the assessed report both in and out-of-class time. However, to ensure authenticity, students must prepare their presentations during class time.

Before assessment begins, it is expected that teachers will guide students through the process of exploring texts, reading for meaning, locating relevant information, and considering the connections between texts. However, as part of the assessment activity, it is essential that students work independently to make their own connections and draw their own conclusions.

It is expected that teachers will give students the opportunity to receive feedback and revise their work before final assessment judgements are made.

Resource requirements

Students will need copies of the four or more texts (such as books, poems, films, documentaries) that they have selected.

Additional information

The mode in which students present their understandings of connections between texts could be assessed against other standards. For example, the written report could be assessed against Achievement Standard English 91101 *Produce a selection of crafted and controlled writing*.

The student’s research notes may also be used to form a response to be assessed against Achievement Standard English 91106 *Form developed personal responses to independently read texts, supported by evidence*.

Wherever such integration occurs, ensure that the work presented for each assessment activity is developed sufficiently to meet the criteria for each standard. In all such cases, refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment guidelines.

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Achievement Standard English 91104: Analyse significant connections across texts, supported by evidence

Resource reference: English 2.7A v2

Resource title: Sink your teeth into texts!

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Analyse significant connections across texts, supported by evidence. | Analyse significant connections across texts convincingly, supported by evidence. | Analyse significant connections across texts perceptively, supported by evidence. |

Student instructions

Introduction

This assessment activity requires you to select a particular genre and analyse the significant connections across different texts in that genre.

You will present your findings in a written report.

Select at least four texts in your chosen genre. The texts can be any combination of written, visual, and/or oral and short and/or extended.

Select at least one text independently.

Task

This task has four parts:

Part 1: Select a genre and texts

Select one genre on which to base your investigation.

Select at least four suitable texts from your genre.

Check with your teacher that the genre and texts you have selected are appropriate for assessment of this standard.

Part 2: Identify significant connections between texts

Identify at least two significant connections between your chosen texts (for example, characters, ideas, plot, imagery, audience, or purpose).

Record these connections in any way you wish.

Part 3: Analyse the significant connections

Make reasoned points that show some insight or originality in their understanding of the connections.

Provide supporting evidence for the points you make.

Part 4: Present your findings

Present your analysis in a suitable format.

Check with your teacher that your chosen format will provide you with the opportunity to achieve at every level before beginning this final stage.

See Resource A for further guidance.

Resource A - A guide to planning and completing your analysis

Selecting your genre and texts

Possible genres include but are not limited to:

* tragedy
* comedy
* horror
* documentary
* historical drama
* ballad.

You might also consider more specific sub-genres, such as:

* Shakespearean tragedy
* romantic comedy
* gothic horror
* docudrama.

Select at least four suitable texts from your genre. For example, you might select the vampire genre and the following texts:

* *Bram Stoker’s* *Dracula*, a film by Francis Ford Coppola (extended visual text)
* *Interview with the Vampire*, a novel by Anne Rice (extended written text)
* *Underworld*, a film by Len Wiseman (extended visual text)
* *Twilight*, a novel by Stephanie Meyer (extended written text)
* *Christabel*, a poem by Samuel Taylor Coleridge (short written text).

Identifying significant connections between texts

Identify at least two significant connections between your chosen texts. (Note that any connection that you find does not need to be evident in every text you have selected.)

The texts you have chosen may be connected in a number of ways. For example, the following could be considered significant connections:

* characters
* audience
* purpose
* themes or ideas
* story or plot
* language features
* setting
* imagery
* structure.

Analysing the significant connections

You must make reasoned points that show some insight or originality in their understanding of the connections you have identified. For example, you might include explaining how significant aspects across the texts communicate ideas about contexts, such as human experience, society, and the wider world.

Focus on what the connections tell you about:

* knowledge, experience, and ideas in the texts (for example how setting is used; why particular types of characters are used in the text)
* purposes and audiences of the texts
* language features in the texts (for example, how imagery or a specific type of vocabulary is used)
* structures (for example, how the plot is developed).

Presenting your findings

Examples of formats you might use include but are not limited to:

* a written report
* an oral presentation to the class
* a documentary film
* a poster
* a dramatic presentation
* a blog or wiki
* a web page
* a multimedia item.

Assessment schedule: English 91104 Sink your teeth into texts!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student analyses significant connections across texts with supporting evidence.  This means that the student:   * selects at least four texts * self-selects at least one text * uses any combination of written, visual, and/or oral texts * recognises and interprets significant connections across texts, focused on any of: * knowledge, experience, and ideas * purposes and audiences * language features * structures * may interpret connections other than thematic ones * demonstrates an interpretation of the connections, for example, by explaining how these common aspects communicate ideas about such contexts as human experience, society, and the wider world * supports their findings with specific evidence from the texts * presents their findings in an appropriate form. | The student convincingly analyses significant connections across texts with supporting evidence.  This means that the student:   * selects at least four texts * self-selects at least one text * uses any combination of written, visual, and/or oral texts * recognises and interprets significant connections across texts, focused on any of: * knowledge, experience, and ideas * purposes and audiences * language features * structures * may interpret connections other than thematic ones * develops a reasoned and clear interpretation of the connections, for example, explaining how these common aspects communicate ideas about such contexts as human experience, society, and the wider world * supports their findings with specific evidence from the texts * presents their findings in an appropriate form. | The student perceptively analyses significant connections across texts with supporting evidence.  This means that the student:   * selects at least four texts * self-selects at least one text * uses any combination of written, visual, and/or oral texts * recognises and interprets significant connections across texts, focused on any of: * knowledge, experience, and ideas * purposes and audiences * language features * structures * may interpret connections other than thematic ones * develops insightful and/or original interpretations of the connections, for example, explaining how these common aspects communicate ideas about such contexts as human experience, society and the wider world * supports their findings with specific evidence from the texts * presents their findings in an appropriate form. |

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