

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: Now, you connect the dots |
| 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-01-2015-91104-02-5506 |
| 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 2.7B v2

Resource title: Now, you connect the dots

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 the 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 select an aspect of text (such as character) and analyse the similarities and differences, in terms of the chosen aspect, across texts.

Students will select 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 in any suitable format, which may be written, oral, and/or visual. Some options include:

* a written report
* an oral presentation to the class
* a documentary film
* a poster
* a dramatic group presentation.

You may wish to modify these options to suit your learning programme.

The presentation should:

* analyse significant connections across identified texts
* provide supporting evidence from the texts
* acknowledge other sources used.

Texts should be appropriate to level 7 of *The New Zealand Curriculum* and have characteristics that provide students with the opportunity to achieve the standard at any level. 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.

You may modify this assessment activity to suit particular contexts through which the students can demonstrate their ability to analyse significant aspects of visual and/or oral; short and/or extended texts.

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 their presentation both in and out of class time. However, to ensure authenticity, students must prepare their presentations during class time.

Before assessment begins, 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. Give students the opportunity to receive feedback and revise their work before final assessment judgments 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, a written report could be assessed against Achievement Standard English 91101 *Produce a selection of crafted and controlled writing* and an oral presentation could be assessed against Achievement Standard English 91102 *Construct and deliver a crafted and controlled oral text*. 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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Resource title: Now, you connect the dots

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 aspect of text (such as character, setting, or theme) and analyse the significant connections across a range of texts.

You will present your findings as a report, which may be written, oral, and/or visual.

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

You will be assessed on your ability to recognise and interpret links between texts.

You teacher will specify a due date.

Task

Teacher note: The following context is based on character. You may choose to modify this context to suit your learning programme and your students’ needs.

This task has four parts. See Resource A for further details to assist you in your work.

Part 1: Choose a connecting aspect across texts

Select one connecting aspect on which to base your investigation.

Select at least four suitable texts and compare how your connecting aspect is presented across your selected texts.

Check with your teacher that your texts will provide you with the opportunity to achieve the standard at every level.

Part 2: Identify significant connections

Identify at least two significant connections between your chosen texts.

Select specific supporting evidence (examples) from the texts.

Part 3: Analyse the significant connections

Study the links (connections) between the texts.

Make reasoned points that interpret the links that you have identified between the texts.

Provide supporting evidence for the points you make.

Part 4: Present your analysis

Present your findings in a suitable format.

Resource A - A guide to planning and completing your analysis

Choosing your texts

Select four texts that have connections between them that you can analyse.

A connecting aspect might be:

* character
* setting
* theme.

More specific connecting aspects include:

* stereotypes in literature (e.g. mother and father figures, teenagers, heroes, villains)
* animals in literature
* urban or rural settings
* friendship in literature.

The texts can be any combination of written, visual, and/or oral and short and/or extended. For example:

Aspect: Portrayal of teachers in literature.

Texts:

* *To Sir, With Love*, novel by E R Braithwaite (focusing on “Sir”)
* *Dead Poets’ Society,* film directed by Peter Weir (focusing on Mr Keating)
* *The God Boy,* novel by Ian Cross (focusing on Sister Angela)
* *Crocodile*, short story by Albert Wendt (focusing on Crocodile [character])
* *Last Lesson of the Afternoon*, poem by D. H. Lawrence (focusing on the speaker of the poem).

Identifying your connections

Note that any connection that you find does not need to be evident in every text you have selected.

You can identify and record significant connections between texts in any way you wish. For example, you may wish to use a chart so that as you read, you can note significant connections.

See the partial example below:

Teacher note: You may wish to adapt the following sample to reflect a particular context.

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| Text | Connecting aspect: Character | Connection 1:  Personality | Connection 2:  … | Connection 3:  … |
| *To Sir, With Love* | Mr. Braithwaite  (teacher) | Formal. A bit distant …  Example: |  |  |
| *Dead Poets’ Society* | Mr. Keating  (teacher) | Unconventional, inspirational … |  |  |
| *The God Boy* | Sister Angela  (teacher) | Quite strict. Seems unemotional,  but …  Example: |  |  |
| *Crocodile* | Crocodile  (teacher) | Stern, cold. This is just …  Example: |  |  |
| *Last Lesson of the Afternoon* | The speaker  (teacher) | Tired, worn out, doesn’t …  Example: |  |  |

Analysing your connections

Consider similarities and/or differences and their effect(s) in the various texts.

Try to develop understandings that show some insight or originality about the connections you have identified.

For example, you might explain why significant aspects used in the texts communicate ideas about human experience, society, and the wider world.

Presenting your analysis

Appropriate formats could include:

* a written report
* an oral presentation to the class
* a documentary film
* a poster
* a dramatic presentation.

Teachers note: You may modify these options.

Other options are possible. However, consult your teacher about other ideas you have before you begin this work. Make sure that the form you choose will allow you to achieve the standard at every level.

Assessment schedule: English 91104 Now, you connect the dots

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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.