

NZQA Approved

Internal Assessment Resource

English Level 3

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| This resource supports assessment against:  Achievement Standard 91477  Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language |
| Resource title: Fact and fiction |
| 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 | February 2017 Version 2  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number: A-A-02-2017-91477-02-6360 |
| 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 91477 Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language

Resource reference: English 3.6B v2

Resource title: Fact and fiction

Credits: 3

Teacher guidelines

The following guidelines are supplied to enable teachers to 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 91477. 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, sustain, and structure ideas to create a fluent and coherent visual text using visual and verbal language. Each student can choose the source for their ideas (for example, a current issue, a text read or viewed, conversations on talkback radio) and the type of text they create (fiction or non-fiction). They may also decide to mix fact with fiction and present a fictional text in a non-fiction style. Depending on the available resources, give students choices about which tools they can use to construct their texts.

Asking students to identify the purpose and audience of their visual texts in statements of intent before they begin will help you to understand the effects the students are aiming to achieve in their visual texts.

Conditions

Planning and development of the visual text can take place in class. If students are working in groups, ensure that they are given clear feedback on whether their contribution to the group is sufficient.

Resource requirements

Students may need access to computers, other hardware, various software, and hard materials. Consideration of available resources should feed into the students’ planning and decision-making around the style of their texts.

Additional information

Given the innovative nature of these kinds of visual texts, provide students with regular feedback around how potential reuse, remixing, and recycling of elements from other sources affects the originality of their own text.

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

Opportunities exist to connect the visual text to the assessment of other Standards such as:

* Achievement Standard English 3.1 (91472): Respond critically to specified aspect(s) of studied written text(s), supported by evidence
* Achievement Standard English 3.2 (91473): Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence
* Achievement Standard English 3.7 (91478): Respond critically to significant connections across texts, supported by evidence
* Achievement Standard English 3.8 (91479): Develop an informed understanding of literature and/or language using critical texts
* Achievement Standard English 3.9 (91480): Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence.

Internal Assessment Resource

Achievement Standard English 91477: Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language

Resource reference: English 3.6B v2

Resource title: Fact and fiction

Credits: 3

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language. | Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language and is convincing. | Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language and commands attention. |

Student instructions

Introduction

This assessment activity requires you to create a fluent and coherent visual text. The text will contain a combination of visual and verbal elements such as static images (digitally created photographs, drawings), moving images (scripted and recorded dramatic scenes), sound effects, and music.

You can work individually or in groups and can research your ideas in your own time.

Teacher note: If students are working in groups, ask the students to fill out a log of their progress and/or interview them after the text is completed.

Negotiate deadlines for the visual essay so that students are clear about timeframes. Clarity here is especially important for groups so that they can efficiently utilise their resources and expertise.

You will be assessed on how well your text develops, sustains, and structures ideas so they command the attention of your audience.

Task

Source your ideas

Choose a source for the ideas you will present. You could make your text:

* fictional
* non-fiction/factual
* a combination of fact and fiction.

See Resource A for things to consider when choosing a source for your ideas. Ensure you choose a source that enables you to develop your ideas in detail.

Choose the text type

Choose the style of text you wish to create. Carefully consider the skills you have available (individually or in your group) and how you could further develop these in the time you have to create your text.

See Resource B for examples of text ideas and types.

Choose your audience and write a statement of intent

Discuss the intended audience with your teacher. Consider the following points during this discussion:

* How much does your audience already know about your source ideas or the area/genre that you are deriving your source ideas from?
* How much explanation will you need to provide around key terms and jargon?
* What kinds of language techniques and effects are likely to command the attention of your audience?

Write a statement of intent that clearly identifies the ideas you are going to communicate and how you intend to engage the audience.

See Resource B for examples of text ideas, types, and statements of intent.

Develop a plan

The plan for your text should include:

* the ideas you intend to communicate
* the order in which you will communicate these ideas and how you will add detail as your text progresses
* how your ideas will be grouped and how you will signify changes from one group of ideas to another
* language techniques you will use and the effects you want to create
* how the language techniques and effects you use link to your ideas.

See Resource C for types of planning you can use for different types of texts.

Select your tools

Choose the tools you will use to create your text. The tools could be a combination of electronic and non-electronic tools. See Resource D for a suggested list of electronic tools. If you are working in a group, designate areas of responsibility to each group member based on their expertise. Choose the tools that will help you achieve the effects and ideas you want to communicate.

Create your visual text

Create your visual text. Your teacher will give you feedback during this process.

As you progress, compare your text to your statement of intent and, if necessary, make changes. You may decide to refine your planning and/or statement of intent.

***Premiere***

Arrange a screening of your visual text with your teacher and an audience.

Resource A: Sources for ideas

Consider whether you want your final text to be creative or fact based. Ensure that you have adequate time to research any sources for ideas that you need more information on.

For non-fiction texts consider:

* areas of expertise or knowledge you already have or could further develop – you could use this for an informative or persuasive visual text
* areas of learning from other subjects
* current events or issues.

For creative texts consider ideas:

* pulled entirely from your imagination
* based on another text
* based on real-life events.

Ideally, you would consider all three sources when developing a creative text.

**Resource B: Text ideas, types, and statements of intent**

As well as drawing your ideas from fictional and/or factual sources, you can present them in a creative or factual style. A combination of sources and/or styles can lead to interesting and effective text types.

There are a number of possibilities when considering the type of text you will create. It could be one of the following: a graphic novel, a short film, a filmed sequence or scene, a news report or interview, a documentary or mockumentary, a website or a display, which combines visual and verbal language features. The following are some examples.

**Text type and idea:** A news broadcast that details an alien attack on a main centre or a filmed scene from a zombie apocalypse.   
**Intent:** To build tension and focus on how different people react to the situation and elements of their characters that the situation brings out.

**Text type and idea:** A (fictional) documentary that considers the interactions and behaviours present in a specific social group at a school.   
**Intent:** To build audience interest in the various members of the group and to examine the way they interact with each other. The text illustrates various aspects of their personalities and development, and what this reveals about societal pressures on young people.

**Text type and idea:** A graphic novel that follows a young person growing up in the slums of New Delhi or in a violent crime-ridden neighbourhood set in a futuristic dystopian megalopolis.   
**Intent:** To create empathy within the audience and to explore how humans learn to cope in difficult settings.

**Text type and idea:** A propaganda short film (from a fictional or historical setting) that illustrates the benefits of turning in your neighbour to the government if he or she displays seditious tendencies.  
**Intent:** To engage the audience with the shock value of the content and to develop ideas about government control and personal rights.

**Text type and idea:** A website or web pages, Utube clip or Prezi in favour of the use of genetic modification for the betterment of society through medical advances and improved food technology.  
**Intent:** To engage readers through images and controversial and persuasive content and to explore the possible benefits of genetic modification

**Text type and idea:** A short documentary that investigates the features of early cyberpunk texts and examines the predictions about the future of technologies (for example, the Internet) that have since been realised.  
**Intent:** To interest and inform the audience by detailing early predictions around technology and to engage them with the ambience, mood, and ideas of the sub-genre.

You could use or modify one of the above ideas to form the basis of your text. Identify initial ideas around the content and style of your text along with a clear statement of intent.

Resource C: Types of planning

Informative-style texts

These texts are often based on non-fiction/factual ideas. The key for informative style texts is to decide:

* what information you will include
* whether this information has enough depth to interest your audience
* how you will group the information to communicate it the most effectively.

After determining your main focus or argument, outline the areas of information you plan to include. Create subheadings or use another method of introduction to clearly indicate what each area of your text will present.

To create a well-structured and effective text, make a detailed list of the ideas you plan to explore and develop in your text, along with the techniques you will use to communicate them.

Creative-style texts

When planning for a graphic novel, filmed sequence or scene, or other such text, consider:

* characters’ names, their physical attributes and appearance, typical behaviour, how they talk, their personalities and motivations, and the visual and verbal techniques you will use to show these
* events and the order in which they take place
* the setting (surroundings and objects)
* visual and verbal language techniques you will use.

Consider using concept drawings or texts to establish these aspects clearly in your mind. You don’t necessarily need to include everything from your planning in your final text – select the elements that make it interesting for your audience.

Resource D: Helpful electronic tools

There are a number of different pieces of software (many of which are open source) you can use to assist with the creation of your text.

Discuss the use of tools and the resources available with your teacher.

Teacher note: Many students will already have knowledge of the tools below or tools of a similar nature. These tools are usable without too much training and generally have good online tutorials.

GIMP – an open-source graphics tool. Similar to commercial software for editing photos but aimed more at general graphics manipulation than at photos. Lots of plug-ins available. Excellent for combining with hard materials. For example, scanned hard media and images can have background colours easily added or changed.

Audacity – an open-source sound editing, mixing, and recording tool.

Inkscape – an open-source vector graphics tool. Vector graphics can be scaled/resized without losing quality. Powerful for creating and manipulating shapes and building up images from scratch.

VoiceThread – an easy-to-use online Flash-based tool. Students can string images and videos together and annotate them with sound and text.

Prezi – an online Flash-based presentation tool. Non-linear animations and potential for showing relationships.

Wikimedia Commons – a repository of public domain images, pictures, and sounds.

Windows Movie Maker – an easy-to-use entry-level video editing tool. Movie Maker comes free with some distributions of Windows and can also be downloaded and installed.

Blender – a powerful open-source 3D graphics tool.

Assessment schedule: English 91477 Fact and fiction

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student creates a fluent and coherent visual text which develops, sustains, and structures ideas using visual and verbal language.  This involves demonstrating an understanding of purpose and audience by:   * developing ideas and making links between them. Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings * selecting and using language features appropriate to a visual text to create consistency in meaning and effect and to sustain interest. This includes both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue) * selecting effective structure(s) for the visual text. This may include poetic, formal, and narrative forms or a combination of these.   *Theme of student work: governmental control in a dystopian novel.*  The student’s visual text introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the effects of this governmental control on the populace. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail without becoming repetitive.  *The student’s visual text includes a news report that uses dialogue (a description of a public execution) and grim music to emphasise a mood of control and the wrongness of the suspension of freedoms for the populace.*  *The examples above relate to only part of what is required, and are just indicative.* | The student creates a fluent and coherent visual text which develops, sustains, and structures ideas using visual and verbal language and is convincing.  This involves demonstrating a discerning understanding of purpose and audience through the discriminating selection, development, and integration of ideas, language features, and structures appropriate to a visual text to create consistency in meaning and effect and to sustain interest.  Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings.  Language features include both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue).  Structures may include poetic, formal, and narrative forms or a combination of these.  *Theme of student work: governmental control in a dystopian novel.*  The student’s visual text introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the effects of this governmental control on the populace and the ways the government justifies these methods of control. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail and/or emphasising the effects of this control without becoming repetitive.  *The student’s visual text includes a news report that contains the deliberate contrasting of dialogue (a description of a public execution) and music (a happy 1950s ballad). Using both these techniques emphasises the government's attempted normalisation of extreme methods of punishment to control the populace, and effectively suggests the menace and level of threat that exists in such an environment.*  *The examples above relate to only part of what is required, and are just indicative.* | The student creates a fluent and coherent visual text which develops, sustains, and structures ideas using visual and verbal language and commands attention.  This involves demonstrating a sophisticated understanding of purpose and audience through the insightful selection, development, and integration of ideas, language features, and structures appropriate to a visual text to create consistency in meaning and effect, sustain interest, and create a striking whole.  Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings.  Language features include both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue).  Structures may include poetic, formal, and narrative forms or a combination of these.  *Theme of student work: governmental control in a dystopian novel.*  *The student’s visual text introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the specific effects of this governmental control on the populace and the ways the government justifies these methods of control. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail and/or emphasising the effects of this control without becoming repetitive. The exploration of this theme is integrated with the use of a variety of techniques (such as music and sound effects) to create the appropriate mood throughout the text.*  *The student’s visual text includes a news report that contains the deliberate contrasting of dialogue (euphemistic language and light-hearted tone) and music (a happy 1950s ballad) with the content of what's being said (a detailed description of a public execution). Synchronising the use of these three techniques emphasises the government's attempted normalisation of extreme methods of punishment to control the populace, and effectively suggests the menace and subtle process of masking the level of threat that exists in such a context.*  *The examples above relate to only part of what is required, and are just indicative.* |

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