Internal Assessment Resource

English Level 1

|  |
| --- |
| This resource supports assessment against:Achievement Standard 90854 version 2Form personal responses to independently read texts, supported by evidence |
| Resource title: Read to Succeed |
| 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
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | January 2015 Version 4To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-01-2015-90854-03-4420 |
| 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 90854: Form personal responses to independently read texts, supported by evidence

Resource reference: English 1.10B v4

Resource title: Read to Succeed

Credits: 4

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 90854. 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 form personal responses to at least six independently read texts.

Provide frequent opportunities for independent reading of texts within the classroom programme and encourage reading outside of school hours.

Early in the year, model reading strategies and appropriate ways of creating responses.

Conditions

Students should submit responses throughout the year for assessment.

Resource requirements

Regular access to school library or the Internet.

Additional information

Opportunities also exist to connect the reading responses to the assessment of other internal standards such as Achievement Standard 90053 (1.5): Produce formal writing and Achievement Standard 90857 (1.6): Construct and deliver an oral text*.* Where this is done, ensure that the work presented for each assessment is developed sufficiently to meet the criteria for each standard. Refer closely to each relevant standard including the Explanatory Notes and the Conditions of Assessment Guidelines.

Internal Assessment Resource

Achievement Standard English 90854: Form personal responses to independently read texts, supported by evidence

Resource reference: English 1.10B v4

Resource title: Read to Succeed

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Form personal responses to independently read texts, supported by evidence. | Form convincing personal responses to independently read texts, supported by evidence. | Form perceptive personal responses to independently read texts, supported by evidence. |

Student instructions

Introduction

This assessment activity requires you to form and present personal responses to at least six independently read or viewed texts – sharing what you felt about them and providing evidence to support your responses. Your responses may be presented in written and/or oral form.

This activity will take place during the school year and will use a combination of class time and homework time.

You will be assessed on the perceptiveness of your responses to your chosen texts.

Task

Select six texts:

* Include at least four written texts, two of which must be extended texts, such as novels or biographies. All written texts must be selected and read by you.
* Your other texts may be visual, oral, or written.

Your teacher will approve your selection of texts. They will need to be complex enough for Level 1 English and, if visual, may not be used with an inappropriate rating (i.e. you cannot hand in a response to an R16 film if you are only 15).

For each text, give your response. Say which parts or aspects made you feel this way, and try to explain why, supporting your views with quotations and/or by referring to specific, relevant details from the text.

A convincing and perceptive response will express your viewpoint in a reasoned way showing some insight in thought or reflection. This might involve:

* discussing how and/or why the text has affected your ideas or views
* explaining why a particular feature of the structure or style of the text caught your attention and the effect that had on your understanding
* discussing how the text made you think about connections with your own life, the world, or other texts.

Assessment schedule: English 90854 Read to Succeed

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for achievement with Merit | Evidence/Judgements for achievement with Excellence |
| Written and/or oral personal responses for at least six independently selected and read texts must be submitted. * Responses must demonstrate evidence of personal understandings of, engagement with, and/or viewpoints on the texts.
* At least four written texts must be included, two of which must be extended texts.
* Supporting evidence (either quotations or specific details) that is directly relevant to the opinion must be provided for each text. This may also include responding to links between:

text and self (e.g. personal contexts and prior knowledge)text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).For example (extract): ***bolded*** passages demonstrate personal understanding and viewpoint, needed for a formed personal response.T*itle: Avatar**Director: James Cameron**Text type: Visual (film)**In Avatar there is a war between humans and non-humans. Jake is in a wheelchair and when he becomes an avatar he has freedom from his wheelchair because he can walk and run as an avatar. The avatar world is like a jungle and the avatars all live in a huge tree. When they walk at night the vegetation lights up so they are never in darkness. Jake falls in love with a female avatar that saves him from a wild animal. She shoots it with a bow and arrow. Jake thanks her for saving his life but she is angry with him because he forced her to needlessly kill the animal. The animal did not deserve to die as Jake was the one who caused the animal to chase him through his ignorance of their world. The humans want to take over the unobtanium as the can get huge amounts of money for it. They have to destroy the village and kill the people to get the unobtanium. Jake is the* ***hero who starts off being the enemy but ends up joining the village. The film shows that sometimes people realize that what they were doing is not the best thing to do and then they have to make a brave decision and stick to their principles rather than what their friends are doing like when*** *Jake decides to be one of the villagers instead of taking the money and killing the villagers.* | Written and/or oral convincing personal responses for at least six independently selected and read texts must be submitted.* Responses must demonstrate evidence of personal understandings of, engagement with, and/or viewpoints on the texts which are generally meaningful.
* At least four written texts must be included, two of which must be extended texts.
* Supporting evidence (either quotations or specific details) that is directly relevant to the opinion must be provided for each text. This may also include responding to links between:

text and self (e.g. personal contexts and prior knowledge)text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).For example (extract): ***bolded*** passages demonstrate meaningful personal understanding and viewpoint, needed for a convincing formed personal response.*Title: Avatar**Director: James Cameron**Text type: Visual (film)**The film Avatar is about how people can believe whatever makes it easier for them to commit terrible crimes. We have all so easily convinced ourselves that what we do is right, in the long run. Jake, however, decides to go with his conscience although that means he has to separate himself from his human friends and join what was the enemy, which is a brave thing to do. So in the end he goes to live with the villagers instead of trying to rob them of their valuable unobtanium. He had gone there as a paraplegic and thought he would have spinal surgery to cure himself. After his friends and he have killed many people and almost completely destroyed the village of the Na-vi for the money that they would get from the unobtanium and also after he has fallen in* ***love he realizes that he has been told lies and he cannot accept that. He has grown as a person and lets himself see the truth. It shows that we all have a chance to change the way we live and do something about.*** | Written and/or oral perceptive personal responses for at least six independently selected and read texts must be submitted.* Responses must demonstrate evidence of personal understandings of, engagement with, and/or viewpoints on the texts which shows some insight in thought or reflection.
* At least four written texts must be included, two of which must be extended texts.
* Supporting evidence (either quotations or specific details) that is directly relevant to the opinion must be provided for each text. This may also include responding to links between:

text and self (e.g. personal contexts and prior knowledge)text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).For example (extract): ***bolded*** passages demonstrate personal understanding and viewpoint which show some insight in thought or reflection, needed for a perceptive formed personal response.*Title: Avatar**Director: James Cameron**Text type: Visual (film)**Avatar is a story about the human race's constant need for money and the lengths they go to get it. I think the theme of greed is very relevant to today's world because people are always trying to find ways to make personal gain instead of helping others. Greed is shown in the film by the humans who are willing to destroy a village at all costs just to make money. The humans go to war with the Na-vi because their village is on a large deposit of a substance called Unobtainium. lt is worth trillions of dollars and the humans are going to destroy the village to get to it.* ***An example of this in our own country was the recent proposal of open cast mining in an area of New Zealand's protected land. This to me shows how easily man can be swayed by the dollar signs. Even in an environmentally friendly country like New Zealand our native beauty will always be at risk when there are those in positions of power who are ruled by greed as opposed to conservation.****But there is hope in the film that greed does not always win. The character Jake starts off as nothing more than a "knuckle head" marine oblivious to the horrific plan the humans have to destroy the Na-vi village. As the film progresses so does Jakes caring personality. Jake discovers what he heard about the Na-vi to be a lie, in Jake's eyes the Na-vi are the peaceful ones and the humans were the savages.* ***Jake rejects human greed and stays with the Na-vi. He decides to learn their way of life and becomes one of them.*** |

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