**NZQA**

**Approved**

Achievement standard: 91106 Version 2

Standard title: Form developed personal responses to independently read texts, supported by evidence

Level: 2

Credits: 4

Resource title: ‘Just response’

Resource reference: English VP-2.9 v2

Vocational pathway: Services Industries

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| Date version published | February 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-02-2015-91106-02-8172 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

Achievement standard: 91106

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Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment requires you to form developed personal responses to six independently selected and read texts. Your responses will be supported by evidence from the texts.

You are going to be assessed on how perceptively you respond to six texts, which will be shown in the way you engage with your chosen texts and how you demonstrate insight in your responses**.** You may choose to select texts which explore issues, aspects or concerns associated with a services industry. You need to use carefully selected evidence from each text.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

## Selecting your texts

You need to select six texts. At least four of the texts you choose must be written, two of which must be extended texts, such as novels or biographies. The remaining two texts can be visual, oral or written.

You may choose to select texts that have made you think differently about an aspect of the services industry, such as the challenges faced by corrections officers, or select texts that encouraged you to reflect upon any issues or concerns in that or any other services industry.

While your assessor/educator may make some suggestions for texts, it is your responsibility to select and read each of the six texts yourself. You cannot use any texts that are part of your required course reading.

Possible texts include: novels, graphic novels, biographies, autobiographies, films, dramas, short stories, poetry, short films, song lyrics, blogs, feature magazine articles, or extended newspaper columns.

Check your text selection with your assessor/educator to make sure that they are all suitable for this curriculum level.

See Resource A for an example of how one learner approached this task.

## Preparing responses to your texts

Talk with your assessor/educator about possible ways to present your responses. For example:

* an oral presentation
* an essay
* a group discussion with your assessor/educator
* a portfolio
* a combination of oral and written responses
* any other method of presentation agreed by you and your assessor/educator.

When preparing your responses to your six texts, you could think about the following:

* discussing the consequences of some of the actions in a text
* discussing your reaction to an idea or an event in a text
* discussing how a text reflected or changed your personal view
* discussing how what you learnt in a text about the responsibilities of both individuals and organisations affected or changed your attitude/behaviour
* discussing why corrections officers would find this text of interest or value
* discussing how you feel about the societal attitudes that are reflected in the text
* discussing whether or not you think you would be suited to work in this area, based on what you learnt in your reading of a text
* discussing how the text reflects society’s changing attitudes/values.

Make sure that you support your responses with relevant examples from the texts.

Complete and submit your six responses for assessment as you complete them throughout the year.

# Resource A

## How one learner approached this standard

Learner ‘A’ decides to focus on a range of issues associated with law enforcement.

Learner ‘A’ reads *The Journey to Prison: Who goes and why* by Celia Lashlie, and then watches *Songs from the Inside,* a documentary that is available from Māori TV.

Learner ‘A’ now has to read one more extended text and then two other written texts, which can be feature articles or short stories. The sixth text can be written, visual or oral.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This assessment activity requires learners to produce responses that show their perceptive understandings, supported by evidence, to six independently selected and read services industry-related texts.

# Conditions

Learners can present their six responses in any appropriate form. They could be written, oral or a mix of written and oral forms.

This activity will take place over the duration of the course of study and responses should be submitted throughout the course.

Assessors/educators should schedule regular checkpoints to ensure authenticity of each learner’s work.

# Resource requirements

A text list which offers a wide variety of texts connected to a services industry may be provided.

Texts must be appropriate for level 7 of *The New Zealand Curriculum*, with characteristics that enable learners to meet the expected level of response.

# Additional information

Technical or stylistic accuracy of written responses is not being assessed, nor is the production quality of oral responses. However, the quality of the response should be such that the meaning conveyed by the response in demonstrating personal understandings of, engagement with, and/or viewpoints on, texts is clear.

# Assessment schedule: English 91106 - ‘Just response’

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner forms developed personal responses to independently read texts, supported by evidence, by:   * self-selecting and reading or viewing at least six texts * including at least four written texts, two of which are extended, e.g. novels, biographies * including no more than two visual or oral texts * demonstrating personal understandings of, engagement with, and/or viewpoints on the texts   + the learner may respond to links between the texts and themselves, such as potential corrections officers   + the learner may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * supporting the developed response with evidence (either quotations or specific details) that is directly relevant to the response for each text   For example:  After reading some New Zealand poems, the learner demonstrates a developed personal understanding about the reason why some young men join gangs. The learner thinks about these poems in relation to the people they may meet in their job as a corrections officer. Specific evidence is provided which supports the response.  *I thought about the idea that young men are joining gangs for a sense of belonging and are choosing the wrong path, which is holding them back for the rest of their lives [specific evidence provided]. Some of them probably feel they are no longer recognised as young men but as gang members [specific evidence provided] … made me realise that you need to be careful in a job like a corrections officer that you don’t stereotype people …*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner forms developed convincing personal responses to independently read texts, supported by evidence, by:   * self-selecting and reading or viewing at least six texts * including at least four written texts, at least two of which are extended, e.g. novels, biographies * including no more than two visual or oral texts * demonstrating significant personal understandings of, engagement with, and/or viewpoints on the texts * presenting understandings/viewpoints that are reasoned, clear and relevant   + the learner may respond to links between the texts and themselves, such as potentialcorrections officers   + the learner may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * supporting the developed response with evidence (either quotations or specific details) that is directly relevant to the response for each text   For example:  After watching a film, the learner demonstrates a developed, convincing personal understanding about the way people cope in stressful situations by expressing significant understandings of the issues raised in connection to their training as a corrections officer. The learner reflects upon the similarities between Pi and many people in a prison situation. The learner’s responses and comments are reasoned, clear and relevant.  *I think we underestimate and downplay the animalistic qualities that people have … [specific evidence provided]. Humans try to separate themselves from animals; say that they are more civilised and intelligent. However, when put in an extreme situation, like being stranded at sea in a lifeboat, to survive you must do anything you can to preserve and protect yourself; you must adapt to survive [specific evidence provided]. This is like what a corrections officer needs to remember when dealing with prisoners who will often become distressed, frustrated and …*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner forms developed perceptive personal responses to independently read texts, supported by evidence, by:   * self-selecting and reading or viewing at least six texts * including at least four written texts, at least two of which are extended, e.g. novels, biographies * including no more than two visual or oral texts * demonstrating significant personal understandings of, engagement with, and/or viewpoints on the texts * presenting understandings/viewpoints that are insightful and/or original   + the learner may respond to links between the texts and themselves, such as potentialcorrections officers   + the learner may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * supporting the developed response with evidence (either quotations or specific details) that is directly relevant to the response for each text   For example:  After reading a prisoner’s autobiography, the learner demonstrates a developed, perceptive personal understanding about the role of a corrections officer, particularly with regard to disturbed prisoners. The learner expresses viewpoints that are insightful. Specific, relevant textual evidence supports the response:  *I hated many of the officers for ignoring Brian’s depression and I felt this was an injustice to him …. [specific evidence provided]. Characters in this text judge Brian’s muteness as rude and rebellious and do not see it as a means of his coping with his depression … [specific evidence provided]. Mr Stanton, one of the corrections officers, is the personification of judgement … [specific evidence provided]. The text taught me that, like the seconded corrections officer in chapter five, offering a willing ear is often what people with depression need … [specific evidence provided]. Depression often makes people feel like nobody wants to hear what they say. As the prison warden says …* [specific evidence provided].  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.