

Internal Assessment Resource

English Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90852 version 2  Explain significant connection(s) across texts, using supporting evidence |
| Resource title: I’ve Heard This Before |
| 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 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-90852-02-4416 |
| 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 90852: Explain significant connection(s) across texts, using supporting evidence

Resource Reference: English 1.8B v3

Resource Title: I’ve Heard This Before

Credits: 4

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 90852. 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 present (in written, oral, or visual form) their ideas about significant connections across at least four selected texts. Of these texts, at least one must be student-selected. The texts may be written, oral, and/or visual and may be selected from one or several text types. They should be appropriate for level 6 of *The* *New Zealand Curriculum,* with characteristics that enable students to meet the expected level of discussion. A text below curriculum level 6 may be included to round out a broad and interesting range of texts relevant to the selected focus.

Introduce the study of connections at an early stage of the year’s programme so that students are able to keep records of texts studied and possible connections.

Do not provide detailed notes on textual connections as students discuss texts in class. It is essential that, as part of the assessment, students independently make their own connections and draw their own conclusions.

Conditions

Schedule checkpoints to ensure authenticity of students’ work.

Resource requirements

Texts used for study throughout the year.

Additional information

The mode in which students present their understandings of connections could be assessed against other standards such as writing, oral presentation and visual text standards. Wherever such integration between different parts of the programme occurs, ensure that the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. Refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment Guidelines.

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Achievement Standard English 90852: Explain significant connection(s) across texts, using supporting evidence

Resource Reference: English 1.8B v3

Resource Title: I’ve Heard This Before

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Explain significant connection(s) across texts, using supporting evidence. | Convincingly explain significant connection(s) across texts, using supporting evidence. | Perceptively explain significant connection(s) across texts, using supporting evidence. |

Student Instructions

This assessment activity requires you to present (in written, oral, or visual form) your ideas about significant connections across at least four selected texts. This will take place during the year’s English programme.

You will have the opportunity to receive feedback, edit, revise, and polish your work before assessment judgements are made.

You can read texts, collect information, and develop ideas for the assessment activity both in- and out-of-class time.

You will be assessed on how you develop and support your ideas, and on the originality of your thinking, insights, or interpretation.

Preparatory tasks

Text selection

Choose your four texts. You must have read or viewed at least one independently.

Here are some suggested significant connections:

* similar subject or theme, for example, friendship, World War II
* similar storyline, for example, star-crossed lovers
* similar characters, for example, innocent victim, villain, or hero
* similar time setting, for example, texts set in the future
* similar place setting, for example, texts set in New Zealand or the Pacific
* similar narrative perspective, for example, an innocent narrator
* same genre, for example, biography
* same field of interest, for example, online blogs.

Keep a record of the texts as you read

Draw up a record sheet and, over the course of the year, record some of the ways in which the texts you read or view are connected. See Resource A for examples of the kinds of connections you could identify.

Task

Identify a significant connection (or connections) across your selected four (or more) texts and plan and develop a presentation that explains the connection(s).

Presentation possibilities include, but are not limited to:

* an oral report or speech
* a poster
* a podcast
* a written report
* a computer-aided presentation.

In your presentation, identify and explain a significant connection or connections across all your texts, making clear points that develop understandings that show some insight or originality in thought or interpretation. Refer to specific, relevant details from each text that illustrate the connection across your texts.

Submit or present your presentation.

Resource A

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| Text title | Main character | Narrative perspective | Setting | Ideas/themes/ messages |
| To Kill a Mockingbird (novel) | Scout | 1st person naive narrator | Deep south of America | Racial prejudice against blacks in America; accepting difference |
| Once (independent novel) | Polish Jewish boy | 1st person innocent narrator | Poland | WWII; holocaust |
| Ka Kite Bro (short story) | Māori boy – Tama | 1st person innocent narrator | New Zealand | Lack of sensitivity to Māori traditions/racial prejudice towards Māori in New Zealand |
| The Curious Incident of the Dog in the Night-time (novel) | Christopher John Francis Boone | 1st person narration from autistic boy, Christopher | Swindon, UK | Understanding difference |
| Beginning of the Tournament (short story) | Unnamed narrator – “I” | 1st person | New Zealand | Friendship; cultural values |
| First they Came for the Jews (poem) | Unnamed narrator – “I” | 1st person | Place not stated; time setting WWII | WWII; holocaust |
| Rose Blanche (young adult picture book) | Rose Blanche | Most of book narrated in 3rd person, but through Rose’s eyes | Germany | WWII; holocaust |

Assessment schedule: English 90852 I’ve Heard This Before

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student’s work explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Explain significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text.   Connection(s) may include links, commonalities, and/or relationships between:   * knowledge, experience, and ideas * purposes and audiences * language features * structures.   For example (extract only): the ***bolded*** passages are examples showing the explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast,’* ***A mother’s love is very unique and stable.***    *Elie Wisel also describes love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well-being of his family. Elie makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’* ***Elie was at the age where he could have gone with his mother and the children, but instead he decides to stay with his father****.* | The student’s work convincingly explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Convincingly explains significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text * makes clear points that develop understandings about the connections being addressed. Some unevenness in the response may be acceptable.   This could mean that the student:   * attempts some reasoned and relevant explanations of the effect of the connection * shows some understanding of relevant text features or aspects, which develop connections * attempts to draw findings together or make thoughtful comments.   For example (extract only): the ***bolded*** passages are examples showing the convincing explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. A mother’s love is very unique and stable.* ***It is hard to break the love a mother has for her child****. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast,’* ***which tells us that mothers still love their sons no matter what the behaviour****.*  *Elie Wisel also describes this undying love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well being of his family. Then, as the Wisel family is taken off to the concentration camp, Elie realises that his father is someone important in his life that he does not want to lose. Elie then makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’* ***Elie was at the age where he could have gone with his mother and the children, but instead he decides to stay with his father****, who otherwise would have been alone.* | The student’s work perceptively explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Perceptively explains significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text * makes clear points that develop understandings that show some insight or originality in thought or interpretation. Some unevenness in the response may be acceptable.   This could mean that the student:   * presents a relevant and insightful study of the effect of the connection * shows an insightful understanding of text features or aspects which develop a connection * effectively draws findings together to make new understandings.   For example (extract only): the ***bolded*** passages are examples showing the perceptive explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. A mother’s love is very unique and stable. It is hard to break the love a mother has for her child. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast’ which sends a message through to the readers that no matter the stupidity sons behaviours may be, that the love a mother has for her son, will always stay strong -* ***even murderers have mothers.***  *Elie Wisel also describes this undying love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well being of his family. Then, as the Wisel family is taken off to the concentration camp, Elie realises that his father is someone important in his life that he does not want to lose. Elie then makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’ Elie was at the age where he could have gone with* *his mother and the children, but instead he decides to stay with his father, who otherwise would have been alone.* ***This decision plays a big part in bonding Elie and his father throughout the text. As their distant father-son bond grew stronger they realised how important they really were to each other. They gave each other support and comfort needed, and protected each other in every possible way.*** *“The weak to the left. Those who walked well to the right. My father was sent to the left. I ran after him. An SS Officer shouted at my back…”* ***Elie was determined not to be separated from his father. I could see that the situation of not knowing when death would arrive but aware that it was close, changed the relationship between Elie and his father. They came to regret their past years of miscommunication in their relationship****.* |

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