**NZQA**

**Approved**

EXPIRED

Achievement standard: 90854 Version 2

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

Level: 1

Credits: 4

Resource title: A good vintage

Resource reference: English VP-1.10 v2

Vocational pathway: Primary 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-02-2015-90854-02-7228 |
| 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

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Learner instructions

# Introduction

This assessment activity requires you to form personal responses to six independently selected and read texts that relate to the primary industries. Your responses will be supported by evidence from the texts.

You are going to be assessed on how perceptive your responses are to your six texts which will be shown in the way you engage with your chosen texts and how you demonstrate insight in your responses.

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

You need to select, read and form responses to 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 should choose texts which make you think about an aspect/s of the primary industries.

While your assessor/educator may make some suggestions about texts you may wish to read, 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.

## Selecting texts

In your selection, consider texts that:

* explore issues, aspects or concerns associated with a primary industry/ies
* made you think differently about a specific aspect of a primary industry/ies
* gave you some insight or caused you to reflect upon an issue of concern in a primary industry/ies.

Possible texts include:

* novels
* graphic novels
* biographies
* autobiographies
* films
* dramas
* short stories
* poetry
* short films
* song lyrics
* blogs
* magazine feature articles
* extended newspaper articles or features.

Check your text selection with your assessor/educator to ensure that they are suitable for curriculum level 6.

Your texts can all be about the same issue or about a range of issues. The only requirement is that each text is related to a primary industry issue in some way. For example, one learner might read texts about a range of primary industries; another learner might focus on a particular industry, such as horticulture; another on a specific aspect, such as the effect on primary industries of climate change.

The following is an example of how one learner approached this activity.

This learner decided to focus on reading and watching texts loosely connected to the wine industry as that was a career she was interested in. A friend told her about the movie *French Kiss,* which she watched and wrote her first response about. Then she read and responded to a biography about a real family who developed a vineyard in France, *A Vineyard in Tuscany: A Wine Lover's Dream,* by Ferenc Máté. Her reading about wine production led her to read articles about the need for safe working environments, especially around fermentation tanks. She read and responded to a report on the deaths of two wine makers in British Columbia in 2002.

This learner now needs to respond to at least two other written texts, one of which must be an extended text. Her sixth text can be written or visual.

## Preparing responses to your texts

Choose the format to present these responses in negotiation with your assessor/educator, for example:

* an oral presentation, such as an interview
* a group discussion with the assessor/educator
* a feature article
* an essay
* an online portfolio
* a blog
* 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 should use your own ideas, personal knowledge and/or experiences in your responses. You can also make links between your selected text/s and yourself and between your selected text/s and the wider world. You can also refer and respond to ideas, issues and events in the world (either past or present) that have been triggered by something you have read in the text/s. However, you must make sure that your ideas and responses link directly to your selected texts.

Here are some suggestions for your responses to your selected texts:

* Discuss an interesting aspect that you learnt, for example about grape growing or wine making in New Zealand.
* Discuss your reaction to something you did not previously know.
* Discuss something you found particularly interesting about work in a particular industry.
* Discuss what you learnt about people through the key characters in a film or novel.
* Discuss your response to the variety of attitudes reflected in a text, for example about grape growing/ wine production.
* Discuss your suitability for working in this industry, based on what you read.
* Discuss the consequences of some of the actions in a text.
* Discuss your reaction to an idea or an event in a text.
* Discuss how a text either reflected or changed your personal view.

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

Evidence for the six responses required by this standard can be submitted throughout the year. As you complete each assessment submit it to your assessor/educator.

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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 form perceptive personal responses to six independently selected and read primary industries-related texts. The responses must be supported with textual evidence.

# Conditions

Texts should be appropriate for level 6 of *The New Zealand Curriculum*, with characteristics that enable learners to meet the expected level of response.

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

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

# Resource requirements

A text list with a wide variety of texts connected to primary industries, such as the wine industry, may be provided.

# 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 is clear, including demonstrating personal understandings of, engagement with, and/or viewpoints on the text.

# Assessment schedule: English 90854 – A good vintage

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner forms personal responses to independently selected and read texts about aspects of primary industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints on each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to watching a romantic comedy *(French Kiss)* that is set in a French vineyard shows an appreciation that this is only a movie, and, in fact, it probably isn’t as idyllic a life style as the film suggests:  *...I hadn’t seen a film with a French vineyard before and the scenery really was beautiful. I didn’t learn anything about growing grapes, or making wine, but I could see why people have this fantasy about running a vineyard. The characters in the film smuggle a grape cutting through customs* (specific reference provided), *which did make me a bit angry, because although it is only a film, this is such a no-no to anyone who knows anything about horticulture. When you think about our kiwi fruit virus problems, it isn’t that funny...*  The above expected learner responses are indicative only and relate to just part of what is required. | The learner forms convincing personal responses to independently selected and read texts about aspects of primary industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints which are generally meaningful for each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to reading the biography of a family who develops a small vineyard *(A Vineyard in Tuscany: A Wine Lover's Dream)* was convincing in the learner’s discussion of the strengths and weaknesses of the book for her.  *…biography dealt quite specifically with the developing of a vineyard. It did have quite a few details which made the book interesting from the point of view of actually growing grapes and it did make me realise there was a lot more to it than you immediately think about, such as* (specific reference provided). *I imagine it is just as frustrating trying to get around all the regulations in New Zealand as it was in Tuscany, particularly when* (specific reference provided). *I found it interesting to read about the requirements of the different types of grapes (specific reference provided). I didn’t know much before that there were so many things that could go wrong, and that different types of wine need such different types of soil and climate, so I learnt a lot. However I think the problem for me was it wasn’t quite just a good read or a useful text - it was somewhere in the middle which made it a bit disappointing in the end. I am not sure who the book is actually targeted at...*  The above expected learner responses are indicative only and relate to just part of what is required. | The learner forms perceptive personal responses to independently selected and read texts about aspects of primary industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints that show some insight in thought or reflection for each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to a report about a work safety accident in a winery (British Columbia, 2002) showed perception in the way the learner reflected on safe working practices in vineyards.  *…in this case* (specific reference provided) *there does not appear to have been sufficient thought about the combined effects of confined spaces and fermentation vapours when the fermentation tanks were constructed by the wine maker. The fact that both the worker and his rescuer died* (specific reference provided) *makes you wonder about what kind of ventilation, safety exits and ladders were available. Often it comes down to money, and that people are just not prepared to spend any more money than necessary. It is a sad fact that some people are willing to risk others’ lives just to save money* (specific example provided). *People like this do not listen to advice or read reports, regulations, etc. More severe penalties need to be imposed…*  *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.