**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: I want to understand

Resource reference: English VP-1.10 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90854-02-7231 |
| 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 social and community services. 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 a social and/or community service.

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 social and/or community service
* made you think differently about a specific aspect of the social and/or community service
* gave you some insight or caused you to reflect upon an issue of concern in a social and/or community service.

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 with your assessor/educator to ensure that texts 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 social and community service’s issue in some way. For example, one learner might read texts about a range of social and community services; another learner might focus on a particular service, such as healthcare; another on a specific aspect, such as work conditions.

The following is an example ofhow one learner approached this activity.

This learner was interested in young people living with difficult circumstances. She decided to read and respond to some of the issues about anorexia raised in Deborah Hautzig’s novel, *Second Star to the Right*. She then read and responded to *Don’t call me Jojo*, by Tania Mills, a New Zealand novel about a girl coping with her father being in prison. The assessor/educator recommended the learner watch the movie *The Outsiders*, which is about a family of three boys trying to live on their own.

This learner has completed the extended text requirement and needs only two other written texts, which can be feature articles or short stories. 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 or a role play
* 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.

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

* Discuss an interesting aspect that you learnt. For example, you may read about how someone copes with living with a disability, and how this affected, reflected or changed your personal view.
* Discuss how suited to work in this area you would be, based on what you read in a text.
* Discuss what you learnt about people from the key characters in a short story or novel you read.
* Discuss the implications and/or consequences of some of the actions of characters in a text.
* Discuss your reaction to an idea or an event in a text.
* Identify and discuss societal attitudes reflected in the text and how you feel about them.

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

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 social and community services-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 a social and community services 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 – I want to understand

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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 the social and community services, 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 movie about a family of boys without parents conveyed a personal understanding of the attitudes and treatment shown to the boys by people in the community.  ...I liked the way Ponyboy told the story because we can feel the way the judge treated him as ‘trouble’, a ‘hood’, because he is a ‘greaser’. You can’t just judge someone’s character by looking at them or the way they dress before you get to know them (specific reference provided). It wasn’t so different to the way that some people judge people in New Zealand today (specific reference provided)…  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 the social and community services, 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 a novel about a girl dealing with her criminal father was convincing and conveyed generally meaningful personal understandings, e.g. awareness that the issues facing some families are not necessarily black and white.  ... it was difficult for Josie because she now felt that she couldn’t trust her father again. The fact that he is in prison 3 hours away meant she had to move and make new friends, which added to her hatred of him (specific reference provided). She tries to be responsible and to hold the family together, which made me angry because she is a kid and shouldn’t have to do that, just because her father has turned out to be a criminal (specific reference provided). I couldn’t imagine what it must be like. On top of all of that she doesn’t know if she can ever trust her father again, and if you can’t trust your father, who can you trust?  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 the social and community services, 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 reading a novel about the turbulent relationship between a girl and her mother showed insight in thought and reflection about the text.  ...for instance Leslie strongly believes that ‘to be thin no price is too high’ ... (specific reference provided) and the effect on her relationship with her mother became worse as Leslie moved from wanting to please her mum to hating her. And most of this was the fault of the pictures of beautiful girls we are all bombarded with, making Leslie feel so inadequate causing everything to spiral out of control. … What is so good about this book is the effect on the whole family. They are affected emotionally and financially … (specific evidence provided) … because so much of this was just like any girl in any family, it helped me to understand that this can happen to anyone not just those who have had rough childhoods or ‘bad parents’ as I naively believed before. …  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.