

Internal Assessment Resource

Achievement Standard English 91106: Form developed personal responses to independently read texts, supported by evidence

Resource reference: English 2.9B v2

Resource title: New Zealand Identity

Credits: 4

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

Student instructions

Introduction

This activity requires you to choose independently and read at least six texts based on the theme of New Zealand Identity.

You must form developed personal responses to each of your selected texts and support these with evidence from the texts.

These will be completed in a written context and are due for submission at the end of TERM THREE.

You need to keep a record of your reading.

You will be assessed on your ability to select independently and read a range of texts, and develop responses that show significant personal understanding of the texts, engagement with them, and/or viewpoints about them.

You will need to meet the checkpoints set by your teacher.

Task

See Resource A for further guidance.

Part 1: Brainstorm

Using the theme of New Zealand Identity, consider how you will approach writing your responses.

Part 2: Choose and read your texts

Choose at least six texts based on NZ identity.

Check your choices with your teacher.

Part 3: Develop personal responses

Draft, write, and revise developed personal responses to your chosen texts.
Present your responses for assessment by the end of Term Three.

Resource A - Guidelines for further assistance

Brainstorming and selecting your specific context and 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.

While your teacher may make some suggestions of texts you may wish to read, it is your responsibility to select independently and read each of the six texts.

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.

You should consider a range of text forms, genres, and perspectives. You should balance your selection of texts in terms of gender and country of origin.

Check your choice of focus and texts with your teacher. Ensure that they are appropriate and will provide you with the opportunity to achieve the standard at every level.

You should be ready to discuss what you are reading with other students and your teacher.

Developing your personal responses

You will need to log individual entries for each of the six texts. Explain:

- how and why you responded to each text
- what you have learned about your chosen theme, historical period, or specific context
- what the texts taught you about the world in which you live (past or present).

You must support your responses with specific evidence. Appropriate evidence could include specific examples from the texts, quotations, or other relevant details.

You are encouraged to:

- demonstrate significant personal understandings of, engagement with, and viewpoints on the texts
- make connections between texts and themes in the texts
- make clear personal connections between the text and your personal experiences and prior understandings
- make clear connections between the social, cultural, literary, political, or historical contexts within the texts and the wider world
- show some insight or originality in your thought or reflection.

Make sure you meet the final deadline.

Assessment schedule: English 91106 New Zealand Identity

| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
|--|--|---|
| <p>The student independently reads and forms developed personal responses to at least six texts. This means that the student:</p> <ul style="list-style-type: none"> • selects and reads at least six texts themselves • includes at least four written texts, at least two of which are extended, e.g., novels, biographies • includes no more than two visual or oral texts • demonstrates personal understandings of, engagement with, and/or viewpoints on the texts • may respond to links between the texts and themselves, such as personal contexts and prior knowledge • 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 • presents personal responses in a written or oral format or a combination of both. | <p>The student independently reads and forms developed, convincing personal responses to at least six texts. This means that the student:</p> <ul style="list-style-type: none"> • selects and reads at least six texts themselves • includes at least four written texts, at least two of which are extended, e.g., novels, biographies • includes no more than two visual or oral texts • demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts • presents understandings/viewpoints that are reasoned, clear and relevant • may respond to links between the texts and themselves, such as personal contexts and prior knowledge • 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 • presents personal responses in a written or oral format or a combination of both. | <p>The student independently reads and forms developed, perceptive personal responses to at least six texts. This means that the student:</p> <ul style="list-style-type: none"> • selects and reads at least six texts themselves • includes at least four written texts, at least two of which are extended, e.g., novels, biographies • includes no more than two visual or oral texts • demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts • presents understandings/viewpoints that are, insightful and/or original • may respond to links between the texts and themselves, such as personal contexts and prior knowledge • 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 • presents personal responses in a written or oral format or a combination of both. |

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