Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gisborne Boys’ High School

Internal Assessment Resource

English Level 2.9

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| This resource supports assessment against:Achievement Standard 91106**Form Developed Personal Responses to Independently Read Texts, Supported by Evidence** 4 credits |

INTERNAL ASSESSMENT RESOURCE

Introduction

This assessment activity requires you to compile a reading list suitable for a Year 12 Book Club. You need to independently select, read and recommend SIX texts. You must form developed personal responses to each of the recommended texts and support these with evidence.

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

* Your independently read texts must include at least four written texts, two of which must be extended or long texts (such as novels or biographies).
* The other texts can be visual, oral, or written.
* Written texts can include novels, graphic novels, biographies, autobiographies, films, dramas, short

 stories, poetry, short films, song lyrics, blogs, feature magazine articles, or newspaper columns.

* All written texts must be selected and read by you.
* Your responses can be presented in written and/or oral forms.

**Developing and Presenting Personal Responses**

In your written or oral response you should:

\* Explain why year 12 students would find your recommended texts interesting to read.

\* Explain why they would be valuable choices for a year 12 book club reading list.

\* Explore how the texts teach us about the world in which we live (past or present).

\* Log individual entries for each of the six texts during your period of study.

\* Make connections between the texts and yourself, your society and the wider world in order to offer perceptive personal responses.

\* support your responses and recommendations with evidence, such as specific examples from the texts, quotations and other relevant details.

You are encouraged to show some insight or originality in thought or reflection by:

* Demonstrating significant personal understandings of, engagement with, and viewpoints on the texts
* Making connections between texts
* Making connections between the texts and your personal experiences and understandings.
* Making links between the texts and the social, cultural, literary, political, or historical contexts presented in the texts.

Assessment Criteria

| 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. |

*Form* *developed personal responses* involves demonstrating understanding of, engagement with, and/or expressing viewpoints on texts. It also includes responding to links between:

* text and self, such as personal contexts and prior knowledge
* text and world, such as connections with knowledge, experience, ideas and imagination from social, cultural, literary, political, or historical contexts.

*Form developed, convincing personal responses* involves demonstrating significant understandings and expressing viewpoints that are reasoned, clear, and relevant.

*Form developed, perceptive personal responses* involves demonstrating understandings and expressing viewpoints that are insightful and/or original.

*Supported by evidence* refers to the use of specific and relevant details from the text to support analysis.

**You will be assessed on:**

* the quality of your personal response to each text
* your selection of appropriate evidence to support your opinion(s).
* A convincing and perceptive response will express your viewpoint in a reasoned way, with relevant supporting material from the text. Insights could be offered by:

 \* discussing how and/or why the text has affected your ideas or views

 \* explaining why a particular feature of the structure or style of the text caught your attention

 and the effect that had on your understanding

 \* discussing how the text made you think about connections with your own life, the world, or

 other texts.

TASK 1: Tracking your texts (not assessed)

Keep a record of the texts you have used by using the table attached. It is your responsibility to make sure that you have read the right number and right type of texts. Keeping this record will help you keep track.

TASK 2: Forming a personal response to texts (assessed)

For each response, state the title of the text, its author/director, the text type, and when you completed reading/viewing/listening to it.

Format of response

Your response can be in essay form, or alternatively, in negotiation with your teacher, you could present your report orally to the class, or a combination of both. You may use the sheet attached to help with your written responses.

Opinions

For each text, give a personal opinion on aspects of the text and support each opinion with a reference to specific details from the text (e.g., a quotation or a specific reference, not just plot).

Each text should include an “I” statement and a quote.

Suggestions for starter questions

The following starters are to help you when you are ready to complete the write-up for each text. Select starters carefully, based on what type of text you have read. For example, you would use different starters for non-fiction than you would for a novel. Some questions you should ask yourself about what you have read are:

* What was your response to the text (enjoyment, amusement, thoughtfulness, horror, disgust, etc.)? What made you feel that way?
* Why did the beginning and/or the end of the text interest you?
* Why did a character interest you?
* Why did the setting interest you?
* What did you learn? How did an event or character help you learn this?
* How did you react to a scene or idea?
* Was the title a good one? Why/why not?

You could start your paragraphs with:

*I agreed/disagreed strongly with the way the author …*

*The conclusion I came to from reading this book was …*

*This article really made me think about …*

*The way the author presented this character bothered me because …*

*This film showed me that …*

*This book made me question …*

*I felt a strong sense of … for this character …*

*I have learned that …*

*At first I felt … for this character but this changed when …*

Your opinion must be supported by quotes or specific references to the text. Just summarising the plot is not enough. As a general guide, each response should be at least 200 words.

Assessment schedule: English 91106 Highly Recommended!

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student independently reads and forms developed personal responses to at least six texts. This means that the student:selects and reads at least six texts themselvesincludes at least four written texts, at least two of which are extended, e.g. novels, biographiesincludes no more than two visual or oral textsdemonstrates personal understandings of, engagement with, and/or viewpoints on the textsmay respond to links between the texts and themselves, such as personal contexts and prior knowledgemay 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 contextspresents personal responses in a written or oral format or a combination of both. | The student independently reads and forms developed, convincing personal responses to at least six texts. This means that the student:selects and reads at least six texts themselvesincludes at least four written texts, at least two of which are extended, e.g. novels, biographiesincludes no more than two visual or oral textsdemonstrates significant personal understandings of, engagement with, and/or viewpoints on the textspresents understandings/viewpoints that are reasoned, clear and relevantmay respond to links between the texts and themselves, such as personal contexts and prior knowledgemay 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 contextspresents personal responses in a written or oral format or a combination of both. | The student independently reads and forms developed, perceptive personal responses to at least six texts. This means that the student:selects and reads at least six texts themselvesincludes at least four written texts, at least two of which are extended, e.g. novels, biographiesincludes no more than two visual or oral textsdemonstrates significant personal understandings of, engagement with, and/or viewpoints on the textspresents understandings/viewpoints that are, insightful and/or originalmay respond to links between the texts and themselves, such as personal contexts and prior knowledgemay 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 contextspresents 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

Reading Log

 **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| ***EXTENDED WRITTEN TEXTS (novel, biography, drama script)*** |
|  | **Text Title** | **Author/Director** | **Text Type** | **Teacher Approved Text** | **Draft Submitted** | **Final Submitted** |
| **1.** |  |  | Extended Text |  |  |  |
| **2.** |  |  | Extended Text |  |  |  |
| ***WRITTEN TEXTS – EXTENDED OR SHORT (the above text type or short story, poem, magazine or newspaper article)*** |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| ***VISUAL, ORAL OR WRITTEN TEXTS (the above text types or short film, feature length film, radio programme, speech, drama production, book read aloud)*** |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |