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



HIGHLY RECOMMENDED!

Internal Assessment Resource

English Level 2

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| This resource supports assessment against:Achievement Standard 91106 version 2*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 - 13 Reading Club at Mount Aspiring College. 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 may not find all six texts equally appealing and your responses may indicate why some of the texts are not as strongly recommended as others.

You should consider a range of text forms, genres and perspectives and **aim to 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.**

*Texts can include novels, graphic novels, biographies, autobiographies, films, dramas, television mini-series, short stories, poetry, short films, song lyrics, blogs, feature magazine articles, PlayStation games, newspaper columns, theatre productions, etc. If you are not confident that the text you have selected is suitable, check with your teacher.* ***(All texts have to be in ENGLISH!)***

* All texts **must be selected and read by you**.
* You may **NOT** use a text **STUDIED** in **ANY** subject in **ANY** class at school – **not even texts that you studied in previous years.**
* **Plagiarism**: Copying work from another student, copying from the back of any book or cutting and pasting from the web constitutes intellectual theft. Your work **WILL** be checked and your teacher will conduct random interviews about texts you have read to ensure that your work is authentic. Plagiarised work will receive a **NOT ACHIEVED** grade**, the HOD English will be informed and your parents will be contacted.**

**Developing and Presenting Personal Responses**

In your written response you should:

* Explain why year 12 – 13 students would find your recommended texts interesting to read.
* Explore how the texts teach us about the world in which we live (past or present).
* 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 has to be presented in written format.

Opinions

For each text, give your 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).

* As stated previously, you may choose to compare aspects of the text to other texts (make intertextual connections) or refer to ideas, concepts or contexts in history or current society, to support your ideas.

Suggestions for starter questions

The following starters **are a guide** to help you when you are ready to complete the write-up for each text- you may choose 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

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

Highly Recommended

**Tracking Sheet - Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| ***EXTENDED WRITTEN TEXTS (novel, biography, drama script)*** |
|  | **Text Title** | **Author/Director** | **Text Type** | **Teacher Approved Text** | **Submitted** | **Filed in Class Folder** |
| **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.** |  |  |  |  |  |  |

AS 90854 Reading Record Sheet – Draft Ideas Highly Recommended

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

Text Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author/Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text Type (circle): Extended Written Text / Other Written Text / Visual, Oral or Other Written Text

Date Finished: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief outline of plot (2-3 sentences): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Explain why you would recommend this text:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How does this text teach us/you about the world we live in? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How does this text connect to your personal experiences or viewpoints? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How does this text connect with the rest of the world (socially, culturally, politically, historically)? \_\_\_\_\_\_\_\_\_\_

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