Internal Assessment Resource

Achievement Standard English 90852: Explain significant connection(s) across texts, using supporting evidence

Resource Reference: English 1.8B v3

Resource Title: New Zealand Voices

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Explain significant connection(s) across texts, using supporting evidence. | Convincingly explain significant connection(s) across texts, using supporting evidence. | Perceptively explain significant connection(s) across texts, using supporting evidence. |

Student Instructions

This assessment activity requires you to present (in written, oral, or visual form) your ideas about significant connections across at least four selected New Zealand-related texts. This will take place during the year’s English programme.

You will have the opportunity to receive feedback, edit, revise, and polish your work before assessment judgements are made.

You can read texts, collect information, and develop ideas for the assessment activity both in- and out-of-class time.

You will be assessed on how you develop and support your ideas, and on the originality of your thinking, insights, or interpretation.

Preparatory tasks

Text selection

Choose your four texts. You must have read or viewed **at least one independently**.

Your significant connections should be centred around New Zealand texts:

* similar subject or theme
* similar characters
* similar place setting
* similar narrative perspective
* same genre, for example, biography

Keep a record of the texts as you read

Draw up a record sheet and, over the course of the year, record some of the ways in which the texts you read or view are connected. See Resource A for examples of the kinds of connections you could identify.

Task

Identify a significant connection (or connections) across your selected four (or more) texts and plan and develop a presentation that explains the connection(s).

Presentation possibilities include, but are not limited to:

* an oral report or speech
* a poster
* a podcast
* a written report
* a computer-aided presentation.

In your presentation, identify and explain a significant connection or connections across all your texts, making clear points that develop understandings that show some insight or originality in thought or interpretation. Refer to specific, relevant details from each text that illustrate the connection across your texts.

Submit or present your presentation.

Resource A

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| --- | --- | --- | --- | --- |
| Text title | Main character | Narrative perspective | Setting | Ideas/themes/ messages |
| Wild Pork and Watercress  (novel) | Ricky | 1st person narrator | North Island back country | Mateship  Fighting the System  Survival |
| Flight of the Conchords | Brett and Germaine | Two Kiwis in New York | New York | Kiwi humour  Living overseas  Cultural differences |
| Ka Kite Bro (short story) | Māori boy – Tama | 1st person innocent narrator | New Zealand | Lack of sensitivity to Māori traditions/racial prejudice towards Māori in New Zealand |
| The Dark Horse  (film) | Genesis  Mana | The story of Genesis | Gisborne, NZ | Mental Health  Belonging  Maori social issues  Gangs in NZ |
| Beginning of the Tournament (short story) | Unnamed narrator – “I” | 1st person | New Zealand | Friendship; cultural values |
| The Old Place (poem) | Hone Tuwhare | 3rd person | Rural New Zealand | Urbanisation  Belonging |
| Young Queen (independent novel) | Parris Goebel | First Person Autobiography | New Zealand | Strive to achieve success |

Assessment schedule: English 90852 New Zealand Voices

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student’s work explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Explain significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text.   Connection(s) may include links, commonalities, and/or relationships between:   * knowledge, experience, and ideas * purposes and audiences * language features * structures.   For example (extract only): the ***bolded*** passages are examples showing the explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast,’* ***A mother’s love is very unique and stable.***    *Elie Wisel also describes love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well-being of his family. Elie makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’* ***Elie was at the age where he could have gone with his mother and the children, but instead he decides to stay with his father****.* | The student’s work convincingly explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Convincingly explains significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text * makes clear points that develop understandings about the connections being addressed. Some unevenness in the response may be acceptable.   This could mean that the student:   * attempts some reasoned and relevant explanations of the effect of the connection * shows some understanding of relevant text features or aspects, which develop connections * attempts to draw findings together or make thoughtful comments.   For example (extract only): the ***bolded*** passages are examples showing the convincing explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. A mother’s love is very unique and stable.* ***It is hard to break the love a mother has for her child****. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast,’* ***which tells us that mothers still love their sons no matter what the behaviour****.*  *Elie Wisel also describes this undying love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well being of his family. Then, as the Wisel family is taken off to the concentration camp, Elie realises that his father is someone important in his life that he does not want to lose. Elie then makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’* ***Elie was at the age where he could have gone with his mother and the children, but instead he decides to stay with his father****, who otherwise would have been alone.* | The student’s work perceptively explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.  Perceptively explains significant connection(s) across texts, using supporting evidence means that the student:   * identifies and expresses ideas about one or more significant connections across at least four texts * supports explanations with at least one specific and relevant detail from each text * makes clear points that develop understandings that show some insight or originality in thought or interpretation. Some unevenness in the response may be acceptable.   This could mean that the student:   * presents a relevant and insightful study of the effect of the connection * shows an insightful understanding of text features or aspects which develop a connection * effectively draws findings together to make new understandings.   For example (extract only): the ***bolded*** passages are examples showing the perceptive explanation of significant connections.  *The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, “Mothers, love your sons” by Glen Colquhoun; the book “Night” by Elie Wisel; the song, “In the living years” by Mike and Mechanics; and the film, “My sisters keeper” based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.*  *I came across a quote stating ‘I may not like what you do, but I’ll always love you’, that I think is shown in the text ‘Mothers, love your sons’ well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. A mother’s love is very unique and stable. It is hard to break the love a mother has for her child. Glenn states ‘love your big, dumb sons, your idiot sons, your swaggering sons…Because they die so fast’ which sends a message through to the readers that no matter the stupidity sons behaviours may be, that the love a mother has for her son, will always stay strong -* ***even murderers have mothers.***  *Elie Wisel also describes this undying love in ‘Night’, except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well being of his family. Then, as the Wisel family is taken off to the concentration camp, Elie realises that his father is someone important in his life that he does not want to lose. Elie then makes an important decision after arriving, when given the command ‘Women and children to the left. Men to the right.’ Elie was at the age where he could have gone with* *his mother and the children, but instead he decides to stay with his father, who otherwise would have been alone.* ***This decision plays a big part in bonding Elie and his father throughout the text. As their distant father-son bond grew stronger they realised how important they really were to each other. They gave each other support and comfort needed, and protected each other in every possible way.*** *“The weak to the left. Those who walked well to the right. My father was sent to the left. I ran after him. An SS Officer shouted at my back…”* ***Elie was determined not to be separated from his father. I could see that the situation of not knowing when death would arrive but aware that it was close, changed the relationship between Elie and his father. They came to regret their past years of miscommunication in their relationship****.* |

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