



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## Internal Assessment Resource

### English Level 1

This resource supports assessment against:

Achievement Standard 90854 version 2

Form personal responses to independently read texts,  
supported by evidence

**Resource title: Texts for Pleasure**

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education	January 2015 Version 5 To support internal assessment from 2015
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number A-A-01-2015-90854-04-4419
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students' work is not authentic. The teacher 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.

## Internal Assessment Resource

**Achievement Standard English 90854:** Form personal responses to independently read texts, supported by evidence

**Resource reference:** English 1.10A v5

**Resource title:** Texts for Pleasure

**Credits:** 4

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

### Student instructions

#### Introduction

This assessment activity requires you to form and present personal responses to at least six independently read texts, sharing what you felt about them and providing evidence to support your responses. Your responses may be presented in written and/or oral form.

This activity will take place during the school year and will use a combination of class time and homework time.

You will be assessed on the perceptiveness of your responses to your chosen texts.

#### Task

##### ***Select your texts.***

Select six texts:

- Include at least four written texts, two of which must be extended texts, such as novels or biographies. All written texts must be selected and read by you.
- Your other two texts may be visual, oral, or written.

Your teacher will approve your selection of texts. They will need to be complex enough for Level 1 English and, if visual, may not be used with an inappropriate rating (i.e. you cannot hand in a response to an R16 film if you are only 15).

##### ***Refine and present your responses to your selected texts***

Your teacher will discuss with you how you should do this, and when. See Resource A for a number of different methods. You could use the same method for all your texts or a variety of different methods.

For each text, give your response. Say which parts or aspects made you feel this way, and try to explain why, supporting your views with quotations and/or by referring to specific, relevant details from the text.

A convincing and perceptive response will express your viewpoint in a reasoned way, showing some insight in thought or reflection. This might involve:

- 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.

## **Resource A: Presentation examples**

### ***Oral report to class***

Prepare and present oral report(s) on text(s) to the class. Aim to get other students interested in reading, viewing, or listening to the text you have chosen.

### ***Class wiki or blog***

Your teacher may set up a class wiki or blog site on which you could submit your responses as a reading journal.

### ***Class bookclubs***

Students in your class may form into small groups of those who are interested in similar kinds of the reading. Present your response(s) on text(s) to your group. Bookclub groups could include those who:

- like to read the same genre (horror, comedy, sci-fi, fantasy)
- are interested in the same idea (catastrophes, other places, politics)
- are following a particular event (an election, Olympic or Commonwealth games, an arts festival).

### ***Role play***

Prepare a role play in which you express your personal response to a key point or idea in one of your texts to one or more classmates. Suggestions for role plays include:

- You are being interviewed by a television news reporter at a local bookstore where the author has been signing copies of their book. You explain to the reporter why you are there to get the author's autograph and why the particular book has had such an impact on you.
- You are part of a panel of experts deciding which texts should be nominated for a special award. You have to convince the panel that your text is worthy of being shortlisted because of the particular impact you think it has for young people today.
- You are the judge who has given a particular text an important award (for example, best screenplay Oscar, Montana Award for Young Adult Fiction). In a television interview, explain what the award is and why the book made a lasting impression on you personally.
- You have to defend to your classmates your view that a particular incident, character, situation, and/or idea in a particular text has had an impact on you and why the school should buy the text for the library.

### ***Written report for display in school library***

Prepare a written review of your text for the school library. You can tell your readers a little about the story, but your main aim is to get other students interested in reading, viewing, or listening to the text you have chosen. You will need to consider the impact the text has had on you or how this text has changed your view of some aspect of the world.

## Assessment schedule: English 90854 Texts for Pleasure

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Written and/or oral personal responses for at least six independently selected and read texts must be submitted.</p> <ul style="list-style-type: none"> <li>• Responses must demonstrate evidence of personal understandings of, engagement with, and/or viewpoints on the texts.</li> <li>• At least four written texts must be included, two of which must be extended texts.</li> <li>• Supporting evidence (either quotations or specific details) that is directly relevant to the opinion must be provided for each text. This may also include responding to links between: <ul style="list-style-type: none"> <li>– text and self (e.g. personal contexts and prior knowledge)</li> <li>– text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).</li> </ul> </li> </ul> <p>For example (extract): <b>bolded</b> passages demonstrate personal understanding and viewpoint, needed for a formed personal response.</p> <p><i>Title: ttyl</i> <i>Author: Lauren Myracle</i> <i>Text type: Extended written text (novel)</i> <i>Q. Who introduced you to this novel?</i> <i>A: I actually found this novel in the library as I had previously read a novel by the same author</i></p>	<p>Written and/or oral convincing personal responses for at least six independently selected and read texts must be submitted.</p> <ul style="list-style-type: none"> <li>• Responses must demonstrate evidence of personal understandings of, engagement with, and/or viewpoints on the texts which are generally meaningful.</li> <li>• At least four written texts must be included, two of which must be extended texts.</li> <li>• Supporting evidence (either quotations or specific details) that is directly relevant to the opinion must be provided for each text. This may also include responding to links between: <ul style="list-style-type: none"> <li>– text and self (e.g. personal contexts and prior knowledge)</li> <li>– text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).</li> </ul> </li> </ul> <p>For example (extract): <b>bolded</b> passages demonstrate meaningful personal understanding and viewpoint, needed for a convincing formed personal response.</p> <p><i>Title: ttyl</i> <i>Author: Lauren Myracle</i> <i>Text type: Extended written text (novel)</i> <i>Q. Who introduced you to this novel?</i></p>	<p>Written and/or oral perceptive personal responses for at least six independently selected and read texts must be submitted.</p> <ul style="list-style-type: none"> <li>• Responses must demonstrate evidence of personal understandings of, engagement with, and/or viewpoints on the texts which shows some insight in thought or reflection.</li> <li>• At least four written texts must be included, two of which must be extended texts.</li> <li>• Supporting evidence (either quotations or specific details) that is directly relevant to the opinion must be provided for each text. This may also include responding to links between: <ul style="list-style-type: none"> <li>– text and self (e.g. personal contexts and prior knowledge)</li> <li>– text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).</li> </ul> </li> </ul> <p>For example (extract): <b>bolded</b> passages demonstrate personal understanding and viewpoint which show some insight in thought or reflection, needed for a perceptive formed personal response.</p> <p><i>Title: ttyl</i> <i>Author: Lauren Myracle</i> <i>Text type: Extended written text (novel)</i> <i>Q: What appealed to you in this novel?</i></p>

<p><i>before. I really enjoyed it and loved the fact that it was different to every other book I have read before.</i></p> <p>Q: <i>What appealed to you in this novel?</i></p> <p>A: <i>Basically, <b>what appealed to me in this novel would have to be the fact that it is written in a modern format from the perspectives of three teenage girls who are at high school.</b></i></p> <p>Q: <i>Is it realistic?</i></p> <p>A: <i>Yes. They go through all the things that most teenagers go through such as having their hearts broken, the pressures of school and falling in and out of love.</i></p> <p>Q: <i>What do you think the msg is?</i></p> <p>A: <i>I really liked how it had text conversations just like real teenage girls have. <b>It was about how friends are important.</b></i></p> <p>Q: <i>Who was your favourite character in this novel?</i></p> <p>A: <i>I couldn't really pick a favourite character as <b>they are all interesting and are realistic portrayals of the average teenage girl.</b></i></p> <p>Q: <i>okay, so tell me why you like one of them?</i></p> <p>A: <i>Maddie (mad maddie) is being torn between her two best friends and trying to fit in with the popular girl that she has known since elementary school, Zoe (zoegirl) is in love with a student teacher and has to make the tough decision on whether to follow her heart or her head.</i></p> <p>Q: <i>any others?</i></p> <p>A: <i>Angela (SnowAngel) is suffering from major heartbreak when she finds out that her boyfriend was cheating on her with another girl. <b>As they all have their own problems that they need to face, it makes it hard to pick a favourite as</b></i></p>	<p><i>A: <b>I actually found this novel in the library as I had previously read a novel by the same author before. I really enjoyed it and loved the fact that it was different to every other book I have read before.</b></i></p> <p>Q: <i>What appealed to you in this novel?</i></p> <p>A: <i>Basically, what appealed to me in this novel would have to be the fact that it is written in a modern format from the perspectives of three teenage girls who are at high school.</i></p> <p>Q: <i>Is it realistic?</i></p> <p>A: <i>Yes. They go through all the things that most teenagers go through such as having their hearts broken, the pressures of school and falling in and out of love.</i></p> <p>Q: <i>What do you think the msg is?</i></p> <p>A: <i><b>I really liked how it reflected what real teenage girls go through and found that the author's portrayal of the challenges that friends of all ages and genders go through was accurate and realistic at the same time.</b></i></p> <p>Q: <i>Who was your favourite character in this novel?</i></p> <p>A: <i>I couldn't really pick a favourite character as they are all interesting and are realistic portrayals of the average teenage girl.</i></p> <p>Q: <i>okay, so tell me why you like one of them?</i></p> <p>A: <i>Maddie (mad maddie) is being torn between her two best friends and trying to fit in with the popular girl that she has known since elementary school, Zoe (zoegirl) is in love with a student teacher and has to make the tough decision on whether to follow her heart or her head.</i></p> <p>Q: <i>any others?</i></p> <p>A: <i>Angela (SnowAngel) is suffering from major heartbreak when she finds out that her boyfriend</i></p>	<p><i>A: <b>Basically, what appealed to me in this novel would have to be the fact that it is written in a texting format from the perspectives of three teenage girls who are at high school.</b></i></p> <p>Q: <i>Is it realistic?</i></p> <p>A: <i>Yes. They go through all the things that most teenagers go through such as having their hearts broken, the pressures of school and falling in and out of love. <b>The texting format makes the characters real because this is exactly the way that I communicate with my own friends. I can relate to how the girls' problems are happening in the moment and how they need to share with their closest friends to help them sort out their problems.</b></i></p> <p>Q: <i>What do you think the msg is?</i></p> <p>A: <i>I really liked how it made the girls' so real. <b>Her message is about how being a teenager is challenging because it's about a whole lot of new experiences and becoming part of a more adult world. By being so realistic I could relate to how having friends who are sharing your experiences is really important.</b></i></p> <p>Q: <i>Who was your favourite character in this novel?</i></p> <p>A: <i>I couldn't really pick a favourite character as they are all interesting and are realistic portrayals of the average teenage girl.</i></p> <p>Q: <i>okay, so tell me why you like one of them?</i></p> <p>A: <i>Maddie (mad maddie) is being torn between her two best friends and trying to fit in with the popular girl that she has known since elementary school, Zoe (zoegirl) is in love with a student teacher and has to make the tough decision on whether to follow her heart or her head.</i></p> <p>Q: <i>any others?</i></p>
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<p><b><i>I honestly think that they are all different in their own ways.</i></b></p> <p>Q: <i>What, in your own opinion, is the author trying to convey in this novel?</i></p> <p>A: <i>I think the author was trying to convey the idea that <b>being a teenager is hard.</b></i></p> <p>Q: <i>can you explain that a bit more?</i></p> <p>A: <i>She said in the back of her novel that it was trying to prove that even though people would tell her that her high school friendships wouldn't last, they will last as long as you want them to and that her friends still keep in contact with her every day. <b>It just goes to show that anything can happen and that friendships can last forever.</b></i></p>	<p><i>was cheating on her with another girl. As they all have their own problems that they need to face, it makes it hard to pick a favourite as I honestly think that they are all different in their own ways.</i></p> <p>Q: <i>What, in your own opinion, is the author trying to convey in this novel?</i></p> <p>A: <i>I think the author was trying to convey the idea that <b>all friendships may be tested by different things through life but real friendships can make it through the hard yards and stay strong,</b> even when you think that no one else understands what you are going through.</i></p> <p>Q: <i>can you explain that a bit more?</i></p> <p>A: <i>Teenagers go through this and it makes the novel even more realistic because it is based on very true experiences that almost everyone will go through at some point in their lives. She said in the back of her novel that it was trying to prove that even though people would tell her that her high school friendships wouldn't last, they will last as long as you want them to and that her friends still keep in contact with her every day. It just goes to show that anything can happen and that friendships can last forever.</i></p>	<p><i>A: Angela (SnowAngel) is suffering from major heartbreak when she finds out that her boyfriend was cheating on her with another girl. As they all have their own problems that they need to face, it makes it hard to pick a favourite as I honestly think that they are all different in their own ways.</i></p> <p>Q: <i>What, in your own opinion, is the author trying to convey in this novel?</i></p> <p>A: <i>I think the author was trying to convey the idea that all friendships may be tested by different things through life but real friendships can make it through the hard yards and stay strong, even when you think that no one else understands what you are going through.</i></p> <p>Q: <i>can you explain that a bit more?</i></p> <p>A: <i><b>It's about how talking (or msging) about what's going on in your life ( is so important for yourself and your friends. True friends are those who listen and support, and help you figure out who you really are and want in life.</b> Just like for Zoe – when she had to make a really tough decision about the teacher she was true to herself because <b>by communicating her problems and hearing her friends' issues she'd manage to sort it out in her own head. It just goes to show how important friends are.</b></i></p>
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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.