

Internal Assessment Resource

English Level 1

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| This resource supports assessment against:  Achievement Standard 90053 version 5  Produce formal writing |
| Resource title: Here’s What I Think |
| 3 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 |

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| Date version published by Ministry of Education | January 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-90053-02-4413 |
| 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 90053: Produce formal writing

Resource reference: English 1.5A v3

Resource title: Here’s What I Think

Credits: 3

Teacher guidelines

The following guidelines are supplied to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 90053. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to write a formal opinion piece of at least 350 words and to post it on an online school community, such as the school website, the school intranet, or a class wiki.

The opinion pieces that students write should use language that is appropriate for the Achievement Standard, that is, formal rather than a tone that is chatty or colloquial.

You will find appropriate levels of formality in the “Opinion” section of online newspapers such as the New Zealand [*Herald*](http://www.nzherald.co.nz/), [*The Dominion Post*](http://www.stuff.co.nz/dominion-post/), [*The Press*](http://www.stuff.co.nz/the-press/), or the [*Otago Daily Times*.](http://www.odt.co.nz/)

Conditions

As students develop their drafts, you may offer general guidance, for example, on the need for further work on the ideas, language, or structure, or accuracy in spelling, punctuation, or paragraphing.

Assess each student’s work using the online version to preserve formatting and links that the student may have embedded.

Resource requirements

* Computers
* Access to the Internet
* Appropriate sites for publication of work – for example, school website, intranet, or class wiki.

Additional information

The assessment for this standard can be connected to the assessment of other internal standards such as: AS90849 Show understanding of specified aspect(s) of studied written text(s), using supporting evidence; AS90850 Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence; AS90852 Explain significant connection(s) across texts, using supporting evidence; and AS90853 Use information literacy skills to form conclusion(s).

Wherever such integration between different parts of the programme occurs, ensure that the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. Refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment Guidelines*.*

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Achievement Standard English 90053: Produce formal writing

Resource reference: English 1.5A v3

Resource title: Here’s What I Think

Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Develop and structure ideas in formal writing. | Develop and structure ideas convincingly in formal writing. | Develop and structure ideas effectively in formal writing. |
| Use language features appropriate to audience and purpose in formal writing. | Use language features appropriate to audience and purpose with control in formal writing. | Use language features appropriate to audience and purpose with control to command attention in formal writing. |

Student instructions

Introduction

This assessment activity requires you to write a formal essay of at least 350 words that is acceptable to post on an online school community, such as your school website, the school intranet, or a class wiki.

Your piece is to address the director’s intention in your class film, ‘Boy’, by Taika Waititi and how this is presented in the Bridge Scene.

Your audience will be other students, staff, and the wider community.

You will write your opinion piece at school under supervised conditions.

You will be assessed on how effectively you develop and structure your ideas and your understanding of cinematography techniques that are appropriate for the audience and purpose.

Preparatory task

As a class brainstorm possible director’s intentions for the film ‘Boy’ and decide on one that is particularly evident in the Bridge Scene. Note aspects to be considered, different points of view, and arguments that readers might offer in response to reading your piece.

Choose an issue to write about. Your choice will need to be approved by your teacher to ensure that it is suitable and that you have the opportunity to achieve at the highest level.

Think about your issue and write your plan, including:

* your personal viewpoint on the issue
* three or four points about the cinematography that support your viewpoint
* the order in which you will make these points in your opinion piece.

Research supporting evidence for your opinion. Sources for information include the library, surveys or interviews (for example, with your teacher, principal, or members of your family or whānau), or an Internet search.

Record useful information, including all sources.

Task

Write your formal piece. As you write, aim for:

* an attention-grabbing headline – this is what will make people click on your link to read your opinion piece
* a strong opening – this will command your readers’ attention from the start. Imagine your reader is asking “Why should I care?”
* a clearly stated opinion – this will make it easy for readers to understand your point of view

Consider using subheadings, links, and/or keywords.

As you develop your opinion piece, add details or examples for each new point or idea in your plan and link that idea to other ideas and details.

Use language features appropriate to your audience and purpose.

Edit and proof your work. See Resource A.

Publish your opinion piece on an appropriate site. Before doing so, check with your teacher that it is appropriate for a public forum.

Resource A: Editing and proofing

**Editing** means that you read your work and make improvements to the tone and style of the piece. For example, you might:

* strengthen your opening to command attention
* replace informal words or phrases with words more appropriate for formal writing
* improve the flow of your sentences
* vary the way your sentences start
* improve the links between ideas
* add links, sub-headings, or keywords
* add more supporting evidence
* add explanations to link your evidence to your ideas.

**Proofing** means that you should check your work carefully for errors. Here is a list of some common errors in students’ writing:

* missing punctuation (for example, full stops, commas, apostrophes, speech marks)
* missing or misused capital letters
* incomplete or incorrect sentences
* incorrect paragraphing
* misspelt words
* mixed-up tenses
* incorrect use of conventions of online writing.

Assessment schedule: English 90053 Here’s What I Think

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Students present a formal piece of writing, of at least 350 words, that develops and structures ideas using language features appropriate to audience and purpose by:   * introducing the topic, the writer’s position, and developing relevant ideas such as: facts, information, opinions, observations, arguments * building on an idea by adding details or examples, such as quotations, information, personal viewpoint, observation * linking and organising idea/s to other ideas and details, and working towards a coherent planned whole * using language features appropriate to audience, purpose and selected text type, such as: vocabulary selection, syntax, stylistic features, and written text conventions (including spelling, punctuation, and grammar). * using written text conventions without intrusive error patterns, such as a pattern of errors in syntax (e.g. sentence fragments, where structures are not used intentionally; and ‘run on’ syntax) or a pattern of other significant errors (e.g. mixed tense sequences, mis-capitalisation, spelling errors).   NB: The example below is one student’s opinion on a type of pig farming.  The ideas in this editorial on pig farming are sufficiently developed and structured withsupporting evidence to clearly establish the writer’s purpose and language features have been selected and used appropriately.  For example:  *I discovered on* [*www.lovepigs.org*](http://www.lovepigs.org) *that they spend their lives in cramped metal pens inside filthy, disgusting sheds. They are given almost no room to move and they are deprived of everything that is natural to them. Some pens in New Zealand are only 60cm wide and 2m long and the pigs can’t turn around. Their living conditions are horrible; imagine sleeping in your own urine and faeces.* | Students present a formal piece of writing, of at least 350 words, that develops and structures ideas convincingly using language features appropriate to audience and purpose with control by:   * introducing the topic, the writer’s position, and developing relevant ideas such as: facts, information, opinions, observations, arguments * structuring and building on the ideas so they are generally credible and connected * selecting and linking language features and presentation techniques as appropriate to the intended audience and purpose for the selected text type * using written text conventions accurately so that the writing contains only minor errors.   NB: The example below is one student’s opinion on a type of pig farming.  In this version of the same editorial on pig farming the ideas are sufficiently developed and structured withsupporting detail to make the piece convincing. Language is controlled, and the quotations are well selected and integrated.  For example:  *I discovered on* [*www.lovepigs.org*](http://www.lovepigs.org) *that they spend their lives in cramped metal pens inside filthy, disgusting sheds. They are given almost no room to move and they are deprived of everything that is natural to them. Some pens in New Zealand are only 60cm wide and 2m long and the pigs can’t turn around. Their living conditions are horrible; imagine sleeping in your own urine and faeces. On 20/20 a television programme Mike King describes the pigs he saw as “unable to move… screaming and frothing at the mouth”. After finding out the reality of a farmed pig’s life, Mike King joined the campaign to make this practice illegal.* | Students present a formal piece of writing, of at least 350 words, that develops and structures ideas effectively using language features appropriate to audience and purpose to command attention by:   * introducing the topic, the writer’s position, and developing relevant ideas such as: facts, information, opinions, observations, arguments * structuring and building on the ideas so they are compelling and well-organised * selecting, linking and sustaining language features and presentation techniques in an original manner, or in a distinctive personal voice, dimension or viewpoint as appropriate to their audience and purpose for the selected text type * using text conventions accurately so that the writing contains only minor errors.   NB: The example below is one student’s opinion on a type of pig farming.  In this version of the same editorial on pig farming the ideas with the additional comments and details help make the message compelling and very effective. The language commands attention: ‘about turn’, ‘awareness and education’, ‘key to changing’, ‘plight’ etc. demonstrate a succinct, personal, but well controlled voice.  For example: *I discovered on* [*www.lovepigs.org*](http://www.lovepigs.org) *that they spend their lives in cramped metal pens inside filthy, disgusting sheds. They are given almost no room to move and they are deprived of everything that is natural to them. Some pens in New Zealand are only 60cm wide and 2m long and the pigs can’t turn around. Their living conditions are horrible; imagine sleeping in your own urine and faeces. On 20/20 a television programme Mike King describes the pigs he saw as “unable to move … screaming and frothing at the mouth”. After finding out the reality of a farmed pig’s life, Mike King joined the campaign to make this practice illegal. This is an about turn for this popular NZ comedian who was the face of the NZ pork advertisements until only recently. He stated that he had “no idea what was really happening.” I think this shows that a greater awareness and education is the key to changing the plight of the farmed pig.* |

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