Internal Assessment Resource

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

Resource Reference: English 1.8A

Resource Title: Building Bridges

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

During your English class programme, you will have studied a variety of written, oral and visual texts with your teacher. You will have completed a wide range of activities in class, which will help you to understand and respond to the texts. Your teacher will also give you opportunities to identify, discuss and explain important connections between texts.

Learning to make connections between texts that you read can help you to become a better reader and a deeper thinker.

Task 1: Choosing a theme (not assessed)

Your teacher will discuss, with the class, a wide range of ideas and possibilities for a choice of topic or theme for this activity.

Suggestions for this topic or theme may arise from books that class members have read, films that have been viewed, favourite songs, television programmes or other class work that has been studied.

You will need to choose at least three texts you have studied in class, and must also include at least one text that you have selected independently. Your teacher will guide you in your choice of the independent text to make sure that your text is at an appropriate level. You must include at least four texts in total. You will present a report, which shows how all your texts are connected thematically.

Task 2: Keeping a record of the texts you read (not assessed)

Draw up a record sheet so that you can record, over the course of the year, some evidence of how your texts are connected to your chosen theme. The chart below shows the kind of statements you could make. Remember this is only an example. You will need to make more entries than are shown here.

My theme is: Teenagers behave differently to how adults behave

|  |  |  |  |
| --- | --- | --- | --- |
| Text type | Title of text | Author/ Director/ Singer etc | Example(s) which shows connection to theme : Teenage Behaviour |
| Short story | Eight Dozen Beer and Nothing to do | Richard Hobo | Warwick, Jonesy and narrator are teenage boys, doing something teenage boys do – go on a road trip.  They drink some of their 8 dozen in the car – pretty irresponsible and dangerous behaviour |
| TV documentary clip | Fast versus Furious | ‘Sunday’ programme – Cameron Bennett | Doco shows boy racers in Christchurch behaving badly on the streets and taking on the police.  Cars doing burnouts churn up the roads. Boy racers don’t seem to understand this. |
| poem | Teenage Sky | Rona Adshead | Poem compares sky and weather.  Looks at the way they both have moods and they change depending on the time of day/ time of life.  Uses words like “defiant” and” sulky” to describe sky. Words fit teenagers as well. |
| poem | Trash | Alexandra (on the web) | Poet pretends to be a parent and give advice to teenagers.  Calls teenagers “rebellious” and “wild” |
| novel (my independent text) | Out walked Mel | Paula Boock | Mel has a fight with her friend Wai and then runs away from Dunedin.  Shows that she doesn’t think before she acts.  She’s impulsive just like lots of teenagers. |

Task 3: Presenting your explanation of significant connection(s) (assessed)

Using the significant connection across texts which you have chosen, write a report (which is at least 350 words long) in which you:

* identify the connection which is significant across your texts
* explain how the connection is significant across your texts by expressing your ideas about the connection
* give evidence that includes reference to specific and relevant details from each text which illustrates the connection across your texts.

Note: You may identify more than one connection across some of the texts.

Your report should:

* begin with an introduction that identifies your texts and the connection between your texts
* explain how each individual text is connected to the theme and/or the other texts.

As you draft your report, you may wish to consider using paragraph starters such as the following:

* A similar thing happens in …
* Another character who …
* This situation is similar to …
* This situation reminds me of …
* Another text which …
* This aspect is also seen in …
* There is such a similar situation in …
* There is a clear connection in …
* These texts reveal the significance of …

To Achieve, your report must:

* be at least 350 words in length
* refer to at least four texts (at least one of which you have chosen)
* identify and explain one or more ideas about significant connections across your texts
* give evidence that includes reference to specific and relevant details from each text and that illustrates the connection across your texts.

To achieve with Merit your report must:

* be at least 350 words in length
* refer to at least four texts (at least one of which you have chosen)
* identify and convincingly explain one or more ideas about significant connection across your texts, making clear points that develop understandings about the connections being addressed
* give evidence that includes reference to specific and relevant details from each text and that illustrates the connection(s) across your texts.

To achieve with Excellence your report must:

* be at least 350 words in length
* refer to at least four texts (at least one of which you have chosen)
* identify and perceptively explain one or more ideas about significant connections across your texts, making clear points that develop understandings that show some insight or originality in thought or interpretation
* give evidence that includes reference to specific and relevant details from each text and that illustrates the connection(s) across your texts