

Review of Achievement Standards

Internal Assessment Activity 1.2b

Subject English

Activity name Past. Present. Future.

Achievement Standard	1.2 Produce a verbal and visual personal response to a text
Credits	5
Assessment Method	Verbal and visual presentation (eg this could be an oral presentation, a sequence of static images, a triptych, a digital presentation such as a PowerPoint or other slideshow).
Teaching and Learning time	<p>There are a variety of approaches to the timing, teaching, and assessing of this activity, three of which are listed below.</p> <ul style="list-style-type: none"> • This Assessment Activity may be carried out as a stand-alone activity with the teaching and learning being condensed into a mini-unit. <p>OR</p> <ul style="list-style-type: none"> • The teaching and learning may be woven through the year's programme over a much longer period of time, leaving the Assessment Activity itself until the latter half of the year. <p>OR</p> <ul style="list-style-type: none"> • More than one of the Assessment Activities for this standard could be run as teaching and learning activities or as formative assessments, and woven through the year's Teaching and Learning Programme.

Curriculum Key Concepts/Content

In this activity students will engage with text to develop a personal response, which is shaped by their own perspectives and exposes them to worlds and perspectives beyond their own.

Students will learn that, as readers and creators, they are participants in an ongoing conversation.

Students will make deliberate choices to craft a verbal and visual text which presents their response.

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Mātauranga Māori note

This assessment activity specifically asks students to engage with a text that centers on te ao Māori. The intent of this activity is to explicitly focus on the way a particular text represents te ao Māori and to encourage the learner to see themselves as participants in a literary conversation that is specific to Aotearoa.

Kupu Māori

pūrākau: refers to stories, myths and/or legends. To Māori, pūrākau contain explanations about their natural world and their place in it

kaumātua: adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Student Instructions

Student Activity

In this activity you will develop a response to text that centres on te ao Māori, focusing on the way your response changes over time. You will select a text (eg poem, pūrākau, local iwi narrative, short short story, novel, play, film...) and develop your responses to a particular aspect of the text, such as a setting, character, style, plot or theme.

You will produce a verbal and visual presentation to share your response.

Assessment Timeline

Teacher to fill in.

What the student will need to think about before they begin this assessment

Check with your teacher that your chosen text is at an appropriate level and that the aspect you are responding to is significant enough to allow you to develop insightful ideas.

Think about how you might identify whether te ao Māori features significantly in the text.

Consider the way your chosen text represents te ao Māori.

You will also need to learn about the conventions of your chosen presentation mode, and what the components of a successful final product are.

What the student needs to do

This activity involves:

- choosing a text and appropriate aspect(s)
- checking with your teacher regarding your choice of text and aspect(s)

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- selecting the best mode for your presentation: e.g. oral presentation, sequence of static images, or a slideshow
- drafting your presentation
- seeking feedback from your teacher
- crafting and submitting your presentation.

You may also want to seek text recommendations from:

- members of your iwi, hapū, and whānau
- kaumātua from your school or community
- your local library and librarian.

As you engage with your text, focus on a selected aspect such as a setting, character, style, plot, or theme. Track your response to your selected aspect(s) at key points.

This could involve, for example:

- noticing how you felt or thought about an aspect, such as character, when first encountered
- noticing when your thoughts and feelings began to change
- explaining how you came to think and feel about the character by the end of the text, and how and why your perspective changed.

An alternative structure could be:

- sharing the thoughts you held about an idea or theme before reading the text
- what you encountered in the text that challenged, deepened, or reinforced your thinking
- your reflections on the idea or theme after reading the text.

Another approach could be:

- how the text would be received in Aotearoa New Zealand in the past
- how it is received in Aotearoa New Zealand now
- how it might be received in Aotearoa New Zealand in the future.

For each of your response points, develop your thoughts about why you felt this way at that moment. Think about how the writer shaped your responses, and how your own personality and experiences shape your responses. In this way, you can develop considered and insightful personal responses to the text.

Next, gather details from the text, then select the ones which best support each response. Reflect on how these examples relate to your responses.

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The end goal of this activity is for you to produce a well-structured response to your text which commands attention, using the language features of your chosen presentation mode. This might be, for example, an oral presentation, a sequence of images, a slideshow, or other mode. Using what you have learned about your presentation mode, produce your final product. You will be assessed on both the strength of your ideas, and the quality and impact of your presentation.

What evidence the student will provide

Presentations must contain three distinct parts and, where relevant, should be approximately 3-5 minutes long.