

NZQA Approved

Internal Assessment Resource

English Level 2

This resource supports assessment against Achievement Standard 91101 version 2

Standard title: Produce a selection of crafted and controlled writing

**Credits:** 6

Resource title: Spread the word

**Resource reference:** English 2.4D

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| 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 | February 2015  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91101-01-9011 |
| 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. |

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Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by the achievement standard. 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 activity requires students to produce at least two pieces of crafted and controlled writing about sporting people and events, which both, develop, sustain and structure ideas effectively using language features appropriate to the target audience and purpose to command attention.

Conditions

Students must select the topic or focus of the writing themselves and develop and write their own content.

Teachers should schedule regular checkpoints to ensure authenticity of each student’s work.

Resource requirements

None.

Additional information

None.

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Student instructions

Introduction

This assessment activity requires you to produce two pieces of crafted and controlled writing that develop, sustain and structure ideas. One piece will be a profile of a person involved in a sporting activity, and the second piece will be a written argument which explores a sporting issue that interests you. You will need to deliberately select and use language features to create effects appropriate for your purpose and target audience.

You are going to be assessed on the extent to which you produce crafted and controlled writing that effectively develops, sustains and structures ideas. You need to use language features that are appropriate to audience and purpose so that the writing commands the attention of the reader.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and allow you to achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Part 1: Profile

Choosing a subject

In this activity you will develop a profile about a person who has an interesting story to tell about his or her sporting life. After reading the profile, the reader should be able to visualise that person and hear his or her voice as well as have an understanding about the way the person thinks and acts.

It is a good idea to choose someone you can interview yourself. This will help give you to give your profile a personal voice.

Preparation

You will probably need to do some background research to help give credibility to your profile. This research might include information about the person him/herself, but also background information about the sport in general.

You will need to prepare some questions. You will use these questions in your interview or, if you cannot do an interview, then the questions will be a useful starting point for your research.

Think about:

* open ended questions (which will encourage the person to talk about him/herself rather than ‘yes’ or ‘no’ questions)
* an angle or focus for your profile (rather than just a straight record of the facts about the person)
* what references, sources other than the person him/herself, would be useful.

Writing your profile

You will be assessed on the quality of your structured ideas and writing. Length is not the primary consideration. However, it is unlikely that pieces that are shorter than 500 words will give you the opportunity to demonstrate your skills in crafting and controlling writing.

Consider the following in your profile:

* an effective introduction to ‘hook’ your readers and compel them to continue reading
* at least four body paragraphs, covering aspects such as:
* the person’s first contact with the sport
* the impact/effect on the person’s day to day life
* the training/learning involved
* the person’s successes/contribution to the sport
* the person’s ambitions/long term goals
* a conclusion giving a final strong impression of your sportsperson
* a writing style which includes:
* a visual approach which uses a mix of ‘close-up’ shots (specific details) and ‘wide angle’ shots (broader aspects, such as background information, other people’s opinions) to provide a wide dimension of viewpoints
* a mix of description, explanation, quotation, fact and opinion
* the inclusion of anecdotes or stories to engage the reader
* accurate editing and proofreading (see Resources).

Part 2: Argument

Choosing a topic or issue

In this activity you will develop a written argument about a current sporting issue or concern. Although this kind of essay expresses a clear argument for one point of view about an issue, it will generally discuss (and refute) other opinions, viewpoints or ‘sides’ to the issue. You need to select a topic or issue that interests you and that you can develop, support and argue for over several paragraphs.

Some current issues that might trigger an argument essay are:

* performance-enhancing technologies (for example, the Oscar Pistorius case)
* performance-enhancing drugs (for example, the Lance Armstrong case)
* sports betting (for example, the Pakistan spot-fixing cricket scandal)
* the appropriate use of public funds - local/regional/national/junior/professional
* commercialisation of sport
* technology referees - referee third eye
* coverage of women’s sport
* sport - participation or competition?

Preparation

You will need to research your topic. You need to use a range of sources so that you have an overview of the various viewpoints about the issue.

You need to be clear about your view of the issue and the points you are going to use to argue your case.

You should have at least two main points that you will develop to support your argument.

Writing your argument

You should write at least 500 words. Consider the following as a suggested structure:

* Paragraph 1: an opening that engages and challenges the reader. This opening should foreshadow the argument that you will introduce in the following paragraph.
* Paragraph 2: introducing the outline of the argument that you will develop in subsequent paragraphs.
* Paragraphs 3 and 4 (and other paragraphs if needed): developing the argument: two main reasons why you have taken this position with supporting examples and discussion, each developed in separate paragraphs.
* Paragraph 5: a counter argument that opposes your position. Having briefly developed this counter argument, you will refute this at the end of this paragraph.
* Paragraph 6: a restatement of your argument, making a final comment to reaffirm your position.

Don’t forget to edit and proofread your writing so that it commands the attention of the reader (see Resources).

Resources

Editing and Proofreading

Editing means that you read your work and make improvements to the ideas and the language features of the piece. For example you might:

* strengthen your opening to command attention
* improve the flow of your sentences
* vary the way your sentences start
* vary the length of your sentences
* improve the link between your ideas
* consider the effect of your language choices in developing your ideas
* use a wider and/or more specific range of vocabulary and language features such as the precise use of nouns and verbs
* consider the effect of your language and sentence choices in creating a distinctive personal voice
* ensure that you structure your ideas to suit your audience and purpose.

Proofreading means that you should check your work carefully for errors. Watch out for:

* missing or incorrect punctuation
* missing or misused capital letters
* incomplete or incorrect sentences
* incorrect paragraphing
* incorrect spelling
* mixed up verb tenses.

Assessment schedule: English 91101 – Spread the word

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student presents a selection of at least two pieces of crafted and controlled writing which each develop, sustain and structure ideas using language features appropriate to audience and purpose to create effects. One piece is a profile of a sports person and the other is an argument essay about a current topic or issue. Each piece should be at least 500 words in length. Both pieces:   * develop, sustain and structure ideas about the selected topics by building on ideas through the use of comments, explanations, details, or examples appropriate to the two text types * demonstrate the deliberate use of language features to create meaning and effects appropriate for the selected purpose and audience. This includes vocabulary selection, syntax, stylistic features, and written text conventions (including spelling, punctuation, and grammar) * use written text conventions accurately so that the writing contains only minor errors   For example:  First task: Profile  The writer creates a logically developed picture of an ex-netball player. Details are selected and the writing demonstrates sufficient control, although there are some awkward passages. The picture of Joan has been built up by the selection of appropriate biographical details, background information and quotations.  It was called basketball back in those days, now known as netball. Joan Smith is 86 years old and was 18 when she was selected for the first ever New Zealand Basketball team. She first started playing netball when she was at Primary school (standard 4) when she was eight. Joan didn't attend secondary school as she got a job making dresses at the age of 13.  "I would always be playing with a ball when I was younger," she said. Her family had a chimney at the back of their house and her father put a ring on it for her. "I would spend my afternoons after school shooting hoops by the chimney," she laughed. However, her father wasn’t so happy when she hadn’t brought the washing in or fed the chickens because she was still out the back shooting goals.  The examples above are indicative samples only. | The student presents a selection of at least two pieces of crafted and controlled writing which each develop, sustain and structure ideas convincingly using language features appropriate to audience and purpose to create convincing effects. One piece is a profile of a sports person and the other is an argument essay about a current topic or issue. Each piece should be at least 500 words in length. Both pieces:   * develop, sustain and structure ideas about the selected topics by convincingly building on and connecting ideas that are reasoned, clear and relevant through the use of comments, explanations, details, or examples appropriate to the two text types * demonstrate the deliberate use of appropriate language features to create meaning, effects and audience interest for the selected text types. This includes vocabulary selection, syntax, stylistic features, and written text conventions (including spelling, punctuation, and grammar) * use written text conventions accurately so that the writing contains only minor errors   For example:  First task: Profile  The writer develops, sustains and structures a convincing portrait of the swimming coach. The writer puts herself directly into the piece, although the profile is clearly of the coach. The reader’s interest is maintained through the deliberately selected and connected details and language features, which create specific meanings and effects.  “Your idea of swimming will change after this programme,” says the coach. He’s speaking to all of us, but I get the feeling he is directing his words straight at me. My heart sinks, maybe he’s right, I say to myself.  I knew that I hadn’t been putting in what he would call ‘one hundred percent’. I didn’t really know if I wanted to go on or not. It all seemed too much sometimes. Head down, biting my bottom lip to stop myself from crying, I peered through teary eyelids at the whiteboard. All I could see was a jumble of red lines - all in bright red vivid. Maybe he was trying to make himself come across as a fierce man? He already was a fierce man to me.  The examples above are indicative samples only. | The student presents a selection of at least two pieces of crafted and controlled writing which each develop, sustain and structure ideas effectively using language features appropriate to audience and purpose to command attention. One piece is a profile of a sports person and the other is an argument essay about a current topic or issue. Each piece should be at least 500 words in length. Both pieces:   * develop, sustain and structure ideas about the selected topics by effectively building on and connecting ideas that are compelling, persuasive, innovative and/or striking through the use of comments, explanations, details, or examples appropriate to the two text types * demonstrate the sustained and inventive or articulate use of language features, distinctive personal voice, dimensions or viewpoints to create meaning, effects and audience interest appropriate for the selected text types. This includes vocabulary selection, syntax, stylistic features, and written text conventions (including spelling, punctuation, and grammar) * use written text conventions accurately so that the writing contains only minor errors   For example:  First task: Profile  The writer develops, sustains and structures a compelling and effective portrait of this mountain biker. There are distinctive and detailed references to his physical appearance, his achievements and his personality, which engage the reader. The unassuming ‘voice’ of the subject and the admiring voice of the writer are sufficiently well integrated throughout the piece to command our attention.  Sometimes you can tell a sportsman just by looking. They have straight posture and a physique that gives it away the first time you meet them. Mark would be a perfect case for this observation. He’s not tall – maybe 5’10, but he stands rock solid. When he stretches out his arm to shake my hand, I see a mass of bulging veins protruding from his arms. A sign of a high metabolism so I hear. Right now he’s wearing shorts. That and the shape of his calf muscles suggest that this man is into bike riding of some sort.  Like most of us, Mark rode his first bike when he was eight years old. However, for him, mountain biking has grown into a huge part of his life.  The examples above are indicative samples only. |

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