**ROTORUA BOYS HIGH**

**English Department**

**Junior Matrix**

**Assessment activities for Junior Certificate.**

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**1.Assessing Making Meaning: Genre Studies**

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| **Year 9** | **Year 10** | **Level 1** |
| **9.1** Identify describe and explain specified aspect(s) of studied written text(s), using supporting evidence  | **10.1** Identify describe and explain specified aspect(s) of studied written text(s), using supporting evidence to show understanding. |  **1.1** Show understanding of specified aspect(s) of studied written text(s), using supporting evidence |
| **9.2** Identify describe and explain specified aspect(s) specified aspect(s) of studied visual text(s), using supporting evidence | **10.2** Identify describe and explain specified aspect(s) specified aspect(s) of studied visual or oral text(s), using supporting evidence to show understanding. | **1.2** Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence |

### 2.Assessing Making Meaning: Close Reading Written Texts

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| **9.3 Identify, describe and explain** significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. | **10.3 Identify, describe and explain** significant aspects of unfamiliar written text(s) through close reading, using supporting evidence to show understanding. |  **1.3** Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence4 credits External |

**3.Assessing Creating Meaning: Writing, Speaking, Presenting**

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| **9.4** Produce creative writing | **10.4** Produce creative writing |   **1.4**Produce creative writing |
| **9.5** Produce formal writing | **10.5** Produce formal writing |  **1.5** Produce formal writing |
| **9.6** Present a speech  | **10.6** Present a speech  |   **1.6** Construct and deliver an oral text  |
| **9.7** Present a visual text | **10.7** Create a visual text |  **1.7** Create a visual text |

4. Assessing Making Meaning:

### Making Connections Across Texts

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| **9.8** Find, describe and explain connection(s) between texts  | **10.8** Find, describe and explain connection(s) across texts, using supporting evidence |  **1.8**Explain significant connection(s) across texts, using supporting evidence |

### Using Information Literacy

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| **9.9**Use information literacy skills to develop personal opinion(s) | **10.9** Use information literacy skills to develop personal opinion and form conclusion(s) |  **1.9** Use information literacy skills to form conclusion(s) |

### Personal Reading Responses

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| **9.10** Personal and independent reading  | **10.10** Form personal responses to independently read texts, supported by evidence |  **1.10** Form personal responses to independently read texts, supported by evidence |

**The Rationale**

The English junior credit matrix has been designed to provide a seamless progression for Year 9 & 10 pupils working towards NCEA. Our intention is to provide junior students with a range of assessments that mirror the NCEA matrix. This will help students become familiar with the structure and vocabulary of NCEA while also progressing in the strands in the NZC.

This document contains the standards aligned to level 4 and 5 of the NZC.

The teaching of skills through scaffolding to achieve is an integral part of the teaching programme.

 *The assessment takes place AFTER the teaching of the skills needed. They are not the unit of work to follow.*

Each assessment corresponds to a section of the Yr9 and 10 Learning workbooks.

**9.1 Identify and explain specified aspect(s) of studied written text(s), using supporting evidence**

To show what you have learned in a study of a written text this year, you will write a literary essay about specific aspect(s) of the short story or novel you have studied in class.

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Identify specified aspect(s) of studied written text(s), using supporting evidence. | Describe specified aspect(s) of studied written text(s), using supporting evidence. | Explain specified aspect(s) of studied written text(s), using supporting evidence. |

*The essay will ask you to write about a specific aspect(s) of the studied text.*

*Specified aspect(s)* are selected from:

* ideas (eg character, theme, setting)
* language features (eg figurative language, syntax, style, symbolism, vocabulary)
* structures (eg part text, whole text, narrative, beginnings and endings).

BEFORE THIS ASSESSMENT: skills needed:

1.How to understand a question : key words.

2.How to write an essay : introduction/ structured paragraph, conclusion.

**Assessment Schedule 9.1 –**

**Describe and explain specified aspect(s) of studied written text(s), using supporting evidence**

**Evidence Statement: for differentiation , it is expected that the table below is explained to students CLEARLY.**

**Notes on question interpretation**

The question stems help to indicate the levels at which the candidate is expected to respond:

“Describe a …” requires the candidate to outline how specified ideas / style / language features apply to the text. This is an “on the lines” response to a text.

“Explain “is scaffolded to lead the candidate towards a more convincing / perceptive response, “between the lines” and “beyond the lines.”

To show convincing / perceptive understanding, the candidate needs to show an increasing awareness of *the intention of the writer / creator*, increasingly focusing on the writer / creator–audience relationship.

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| **N1** | **N2** | **A3** | **A4** | **M5** | **M6** | **E7** | **E8** |
| Attempts to answer question of the selected question . | Answers the selected question unevenly and the response may not be fully convincing. | Answers selected question **convincingly** / with balance. Some unevenness . | Answers selected question **perceptively**; the answer. |
| The response may be characterised by: | The response: | The response: | The response: |
| no understanding shown of the key concepts in the question’s key wordsplot summaryrote-learned responsepersonal commentary unrelated to the questionaddressing only one part of the questiongeneralised, simplistic, or irrelevant comments indicating a limited understanding | has some relevance to the question being addressed | makes clear, informed points that are relevant to the question being addressedconnects the majority of these points to each other | makes confident points that show some insight or originality in thought or interpretation |
|  | develops points in detail. | develops points that are sustained throughout and integrated |
| poor organisation; structure and expression may hinder the candidate’s ability to show **understanding** of the text. | is planned and organised – possibly using a formulaic approach (eg one point per paragraph) –to show **understanding** of the text. | is organised and developed; structure and expression are fluent, assisting the candidate in showing **convincing understanding**. | is organised and develops a **perceptive** case or argument; structure and expression may show flair / originality, enhancing the discussion. |
| a lack of sufficient supporting evidence details from the text that are not adapted to the task | includes reference to **specific details**, w, to support points and show understanding. | includes **clear, relevant details**,  | includes **clear, relevant details**. |

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| **N1** | **N2** | **A3** | **A4** | **M5** | **M6** | **E7** | **E8** |
| **Insufficient understanding** is characterised by: | **Understanding** is characterised by: | **Convincing understanding** is characterised by: | **Perceptive understanding** is characterised by: |
| **a single point** relevant to the specified aspects  | **points** relevant to the specified aspects  | **some** points relevant to the specified aspects  | **points clearly** relevant to the specified aspects  | **some discussion** of the specified aspects and begins to relate them to the writer’s / creator’s purpose. | **discussion** of the specified aspects and relates them to the writer’s / creator’s purpose. | **discussion** of the specified aspects and relates them to the writer’s / creator’s purpose | **discussion** of the specified aspects and relates them to the writer’s / creator’s purpose |
|  |  |  |  | **some appreciation** of the significance / importance to the text as a whole of aspect(s) described. | **mature appreciation** of the significance / importance to the text as a whole of aspect(s) described. |
|  |  |  |  | possibly going beyond the text to give personal insights. | going beyond the text to include reference to wider society / the candidate’s personal understandings. |

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|  | **Not Achieved** | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| **Score range** | 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |

**Judgement Statement**

**9.2 Identify, describe and explain specified aspect(s) of studied visual text(s), using supporting evidence**

To show what you have learned in a study of a visual text this year, you will write a literary essay.

This essay will talk about a specified aspect of the text.

1. *Specified aspect(s)* are selected from:
	* ideas (eg character, theme, setting)
	* language features of visual or oral texts (eg cinematography, editing, special effects, rhetorical devices, dialogue and/or oral language, narration, music, sound effects, ambient sound)
	* structures (eg part text, whole text, narrative, beginnings and endings).

BEFORE THIS ASSESSMENT: skills needed:

1.How to understand a question : key words.

2.How to write an essay : introduction/ structured paragraph, conclusion.

**Achievement Criteria**

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Identify specified aspect(s) of studied visual text(s), using supporting evidence. | Describe specified aspect(s) of studied visual text(s), using supporting evidence. | Explain specified aspect(s) of studied visual text(s), using supporting evidence. |

**Assessment Schedule 9.2 –**

**English: Identify, describe and explain specified aspect(s) of studied visual or oral text(s), using supporting evidence**

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| **N1** | **N2** | **A3** | **A4** | **M5** | **M6** | **E7** | **E8** |
| Attempts to answer question,  | Answers the question **Identifies and Describes** unevenly and the response may not be fully convincing. | Answers the question **convincingly** Some unevenness is acceptable. | Answers the question **perceptively**;  |
| The response may be characterised by: | The response relates to the set topic. | The response: | The response: |
| no understanding shown of the key concepts in the question’s key wordsplot summaryrote-learned responsepersonal commentary unrelated to the questionaddressing only one part of the questiongeneralised, simplistic, or irrelevant comments indicating a limited understanding |  | makes clear, informed points that are relevant to the question being addressedconnects the majority of these points to each other | makes confident points that show some insight or originality in thought or interpretation |
|  | develops points with detail from the film. | develops points that are sustained throughout and integrated |
| poor organisation; structure and expression may hinder the candidate’s ability to show **understanding** of the text. | is planned and organised – possibly using a formulaic approach (eg one point per paragraph) – in a way that demonstrates the candidate is addressing the question to show **understanding** of the text. | is organised and developed; structure and expression are fluent, assisting the candidate in showing **convincing understanding**. | is organised and develops a **perceptive** case or argument; structure and expression may show flair / originality, enhancing the discussion. |
| a lack of sufficient supporting evidence details from the text that are not adapted to the taskno reference to text specifics / techniques used | includes reference to **specific details**, with possible use of quotations, to support points and show understanding. | includes **clear, relevant details**, usually using quotations, integrated into the answer. | includes **clear, relevant details** integrated into the answer; quotations may be skillfully “woven” into the points made. |
| an essay likely to be shorter than 200 words, which may include insufficient detail to show understanding. | may exceed recommended minimum 200 words. | may exceed recommended minimum 200 words. | may exceed recommended minimum 200 words. |

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| **N1** | **N2** | **A3** | **A4** | **M5** | **M6** | **E7** | **E8** |
| **Insufficient understanding** is characterised by: | **Understanding** is characterised by: | **Convincing understanding** is characterised by: | **Perceptive understanding** is characterised by: |
| **a single point** relevant to the specified aspects  | **points** relevant to the specified aspects l. | **some** points relevant to the specified aspects  | **points clearly** relevant to the specified aspects  | **some discussion** of the specified aspects and begins to relate them to the writer’s / creator’s purpose. | **discussion** of the specified aspects and relates them to the writer’s / creator’s purpose. | **discussion** of the specified aspects and relates them to the writer’s / creator’s purpose | **discussion** of the specified aspects and relates them to the writer’s / creator’s purpose |
|  |  |  |  | **some appreciation** of the significance / importance to the text as a whole of aspect(s) described. | **mature appreciation** of the significance / importance to the text as a whole of aspect(s) described. |
|  |  |  |  | possibly going beyond the text to give personal insights. | going beyond the text to include reference to wider society / the candidate’s personal understandings. |

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| --- | --- | --- | --- | --- |
|  | **Not Achieved** | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| **Score range** | 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |

**Judgement Statement**

**9.3 Identify aspects of unfamiliar written text(s) through close reading, using supporting evidence**

To show what you have learned in close reading this year, you will read texts to show understanding.

1. *Close reading* involves a detailed exploration and consideration of significant aspects of text(s).
2. *Significant aspects* are selected from*:*
	* purposes and audiences
	* ideas (eg character, theme, setting)
	* language features (eg figurative language, style, syntax, symbolism, vocabulary)
	* structures (eg part text, whole text, narrative)
	* text conventions (spelling, punctuation, grammar).
3. *Identify* involves identifying significant aspects of written text(s).
4. *Describe* involves describing significant aspects of written text(s) and shows
5. *Explain* involves explaining how significant aspects of written text(s) communicate ideas about the text some understanding of how they are used to create meaning.
6. *Supporting evidence* refers to the use of specific and relevant details from the text(s) to support ideas.

Before this assessment: skills of close reading: main idea/ inference/ words in context need to be taught.

**9.4 Produce creative writing**

To show what you have learned in a study of creative writing this year, you will produce and publish a piece of creative writing.

1. *Creative writing* text types at this level may include descriptions, narratives, poems, personal accounts, scripts, or other appropriate creative writing text types. Students are required to draft, rework and present at least one piece of creative writing that expresses imaginative and creative ideas.
2. *Ideas* may include facts, information, opinions, observations, and/or arguments.
3. *Structure ideas* means to build on a single idea by adding details or examples, and working towards a planned whole.
4. *Develop and structure ideas convincingly* mean that the development of the ideas and structure is generally credible and connected.
5. *Use language features* means that:
* vocabulary selection, syntax, stylistic features and written text conventions (including spelling, punctuation, grammar) are appropriate to audience and purpose for a selected text type
* written text conventions are used without intrusive error patterns, such as a pattern of errors in syntax (eg sentence fragments, where structures are not used intentionally; and ‘run on’ syntax); or a pattern of other significant errors (eg mixed tense sequences, mis‑capitalisation, spelling errors).

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| **Achieved** | **Merit** | **Excellence** |
| Express ideas in creative writing.Begin to use language features appropriate to audience and purpose in creative writing. | Express and structure ideas in creative writing.Use language features appropriate to audience and purpose in creative writing. | Develop and structure ideas in creative writing.Use language features appropriate to audience and purpose with some control in creative writing. |

**9.5 Produce formal writing**

*Student instructions*

 To show what you have learned in a study of formal writing this year, you will write a formal essay.

Before the assessment students need to be taught the following skills:

1. Students are required to draft, rework and present at least one piece of formal writing that expresses ideas, information and/or opinions.
2. *Ideas* may include facts, information, opinions, observations, and/or arguments.
3. *Structure ideas* means to build on a single idea by adding details or examples, and working towards a planned whole.
4. *Develop and structure ideas convincingly* mean that the development of the ideas and structure is generally credible and connected.
5. *Use language features* means that:
	* vocabulary selection, syntax, stylistic features and written text conventions (including spelling, punctuation, grammar) are appropriate to audience and purpose for a selected text type
	* written text conventions are used without intrusive error patterns, such as a pattern of errors in syntax (eg sentence fragments, where structures are not used intentionally; and ‘run on’ syntax); or a pattern of other significant errors (eg mixed tense sequences, mis‑capitalisation, spelling errors).

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| --- |
| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Express ideas in formal writing.Begin to use language features appropriate to audience and purpose in formal writing. | Express and structure ideas in formal writing.Use language features appropriate to audience and purpose in formal writing. | Develop and structure ideas in formal writing.Use language features appropriate to audience and purpose with some control in formal writing. |

**9.6 Present a speech**

*Student instructions*

In this assessment you will present a speech to your class.

Text presented for assessment must be the student’s own work.

1. *Ideas* may include information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts or feelings.
2. *Present ideas* means communicating ideas to an audience.
3. *Present ideas convincingly* means that the ideas communicated are supported by evidence and delivery is appropriate to audience and purpose.
4. *Present ideas* *effectively* means that the delivery uses visual and/or verbal techniques deliberately for effect.
5. *Language features* may include the use of:
	* verbal language techniques (eg rhetorical questions, alliteration)
	* body language (eg eye contact, stance, gesture, facial expression)
	* voice (eg tone, volume, pace, stress)
	* presentation features (eg props, costume, demonstration materials or items).
6. *Use* *language features* means to select oral language features that are appropriate to purpose and audience.
7. *Use language features with control* means that language features and presentation techniques are selected and linked to the intended purpose and audience.
8. *Use language features to command attention* is demonstrated through the delivery of a confident and sustained text.
9. During the delivery of the oral text, other languages may be used (for introduction or greeting, for example) however the majority of the text must be delivered in English.

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Present ideas in speech  | Present ideas convincingly in a speech. | Present ideas effectively in a speech |
| Use oral language features appropriate to audience and purpose. | Use oral language features appropriate to audience and purpose with control. | Use oral language features appropriate to audience and purpose with control to command attention. |

**CHECKLIST / ASSESSMENT**

**STUDENT NAME:** **TOPIC:** **DATE:**

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| **Communicating Ideas & Presentation of Material** |
| **Presentation of ideas:*** **Intro:** arresting and of interest to audience
* **Body:** gives at least one good reason, with explanations and examples
* **Conclusion:** signals you are finishing, restates your opinion, finishes with flourish
 | **Effectiveness of the organisation of text for presentation:*** Links beginning to end
* Attention-grabbing opening
* Strong message at end
 |
| **Achieved:**Present ideas in an oral text. | **Merit:** Present ideas convincingly in an oral text. | **Excellence:** Present ideas effectively in an oral text. |
| ***Comments:*** |
| **Use of Visual and Oral Features** |
| **Presentation of Delivery Techniques:*** Pause
* Emphasis
* Voice variety (pitch, rhythm, intonation, volume, pace)
* Body Language(gestures, facial expressions, stance, eye contact, movement)
* Prop(s)
* Costume
* Other:
 | **Presentation of oral language techniques:*** rhetorical questions
* direct address to the audience
* personal pronouns
* sound devices such as alliteration
* repetition
* careful choice of words e.g. evocative adjectives
* figurative language, such as simile
* humour
* analogy
* anecdote
* colloquialism
 |
| **Achieved:** Use oral language features appropriate to audience and purpose. | **Merit:** Use oral language features appropriate to audience and purpose with control. | **Excellence:** Use oral language features appropriate to audience and purpose with control to command attention. |
| **General Comments for Consideration** |
| **Volume** | Inaudible | Mainly audible | Audible | Strong |
| **Volume variety** | Little variety | Some variety | appropriate | Arresting |
| **Varied Pace** | Inappropriate | Satisfactory | Appropriate variety | Arresting and mature |
| **Varied Tone** | No variation | Mainly monotone | Appropriate variety | Arresting or interesting |
| **Emphasis (key words)** | Awkward emphasis | Some emphasis | Emphasis shows understanding | Arresting interpretation |
| **Pronunciation** | Cannot understand | Some difficulty, but overall meaning is clear | Good pronunciation | Excellent pronunciation |
| **Grade Awarded:** | **Achieved** | **Merit** | **Excellence** |
| **Signed by teacher:** | **Date:**  |

**Assessment Schedule: English 9.6 – Speech**

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| **Evidence/Judgements for Achievement**  | **Evidence/Judgements for Merit** | **Evidence/Judgements for Excellence** |
| The presentation is at least 2 minutes long. The student develops and structures ideas by:* Having ideas arranged in a logical sequence
* Supporting ideas with evidence

The student uses oral language features appropriate to audience and purpose by:* Selecting verbal language features (e.g. rhetorical question, alliteration etc)
* Using features that are appropriate to the purpose and audience
* Using non-verbal language (e.g. eye contact, stance, gestures, facial expressions, pace, tone, volume, props, costumes etc.)
 | The presentation is at least 2 minutes long.The student develops and structures ideas by:* Having ideas that are developed and logically sequenced
* Presenting ideas that are convincing
* Supporting ideas with relevant evidence

The student uses oral language features appropriate to audience and purpose by:* Deliberately selecting verbal language features (e.g. rhetorical questions, alliteration etc.)
 | The presentation is at least 2 minutes long. The student develops and structures ideas by:* Having ideas that are developed, well-organised and compelling

The student uses oral language features appropriate to audience and purpose by:* Delivering a confident and sustained presentation
 |

**9.7 Present a visual text**

*Student instructions*

In this assessment you will present a STATIC IMAGE to your class.

1. The text must discuss visual and verbal techniques. The text must be an original construction by the student. The components may either be original, adapted or taken from other texts or sources.
2. Visual text types at this level may include posters, wall charts, book covers…..Texts are expected to be stand alone .
3. *Ideas* may include information, opinions, events, interpretations, narrative, thoughts or feelings.
4. *Present ideas* means communicating ideas to an audience.
5. *Present ideas convincingly* means that the ideas communicated are supported by evidence and is appropriate to audience and purpose.
6. *Present ideas* *effectively* means that the text uses visual and/or verbal techniques deliberately for effect.
7. *Language features* include:
	* visual (eg images, sequence, costumes, movement)
	* verbal (eg dialogue, quotations).
8. *Use language features* means to select visual and verbal features that are appropriate to purpose and audience
9. *Use language features with control* means that language features and presentation techniques are selected and linked to the intended purpose and audience.
10. *Use language features to command attention* is demonstrated through the delivery of a confident and sustained text.

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Present ideas in a visual text. | Present ideas convincingly in a visual text. | Present ideas effectively in a visual text. |
| Use language features appropriate to audience and purpose. | Use language features appropriate to audience and purpose with control. | Use language features appropriate to audience and purpose with control to command attention. |

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**9.8 Find, describe and explain connection(s) between texts**

*Student instructions*

In English this year you will read a range of texts which will be recorded in your personal reading log (9.10)

In this assessment activity you will select four of these texts and find connections between them, describing at least one connection and explaining how it is interesting to you. The texts selected for study may be any combination of written, visual and/or oral. At least four texts (written, oral and/or visual; short and/or extended) must be included. At least one text must be student-selected.

1. *Connection(s)* may include links, commonalities and/or relationships between:
	* knowledge, experience and ideas
	* purposes and audiences
	* language features
	* structures.
2. *Find* involves identifying connection(s) between texts.
3. *Describe* involves making points that develop the connection(s) being addressed. Some unevenness in the response may be acceptable.
4. *Explain* involves making points that develop understandings that show the connection is significant or interesting. Some unevenness in the response may be acceptable.
5. *Supporting evidence* refers to the use of specific and relevant details from each text(s) to support ideas.
6. *Explanat*ions about connection(s) may be presented in appropriate oral, written and/or visual forms.

To achieve the assessment you need to complete the worksheets.

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Find a connection between 3 texts. | Describe a connection between 3 texts using supporting evidence. | Explain a connection between 3 texts using supporting evidence. |

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**9.8 Finding connections between texts** – use this template to mind-map connections between 4 texts that you have included in your personal reading log (9.10)

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**9.8 Finding connections between texts –** now identify the connections below

**Achieved** *(must provide at least one connection for each text)*

***Text one connects to one or more of the other texts in the following ways:***

* **To text 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **To text 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 4:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Text two connects to one or more of the other texts in the following ways:***

* **To text 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **To text 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 4:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Text three connects to one or more of the other texts in the following ways:***

* **To text 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **To text 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 4:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Text four connects to one or more of the other texts in the following ways:***

* **To text 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **To text 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Merit** *(plus Achieved to gain Merit)*

Describe one connection between at least two texts (provide supporting evidence): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Excellence** *(plus Achieved and Merit to gain Excellence)*

Explain why this connection is interesting to you (provide supporting evidence):

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**9.9 Use information literacy skills to develop personal opinion(s)**

*Student instructions*

In this assessment you will use information literacy skills to form personal opinion(s)

To achieve this assessment you MUST choose a person who had a positive impact on New Zealand or the world before the end of the 20th century.

This person can be male or female but the achievement must have benefitted people in some way.

1. The use of information literacy skills and presentation of understandings must be undertaken within the context of the English learning area.
2. *Use information literacy skills* means completing a systematic exploration into a valid area for inquiry in order to form personal opinion(s). The steps taken include:
* framing the inquiry within an authentic and relevant context based on carefully considered information needs. This may include identifying an area or direction for investigation, or posing a question(s)
* selecting and using appropriate strategies for locating and processing information
* evaluating the reliability and usefulness of selected information in relation to the inquiry.
1. Sources of information may be selected from written, oral and/or visual texts. The texts should be student-selected.
2. *Personal opinion(s)* involves thinking about knowledge based on information gathered in the inquiry. This may include:
* expressing an opinion or judgement, reaching a decision, or suggesting a solution
* evaluating the opinion (s).
1. *Develop personal opinion(s)* involves thinking about knowledge based on information gathered in the inquiry that are supported with evidence. This may include:
	* expressing an opinion or judgment, reaching a decision, or suggesting a solution
		+ evaluating the opinion(s).

There may be some unevenness in the opinions(s).

1. *Develop convincing personal opinion(s)* involves thinking about knowledge based on information gathered in the inquiry that are supported with evidence and show some thought or interpretation of the ideas gathered. This may include:
	* expressing an opinion, making a judgment or recommendation, reaching a decision, or suggesting a solution
		+ evaluating the opinions(s)
		+ questioning or challenging ideas or information collected.

There may be some unevenness in the opinions(s).

7.Personal opinions(s) at this level should be presented as a wall chart

|  |
| --- |
| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Use information literacy skills and include a personal opinion about the chosen person  | Use information literacy skills and develop a personal opinion(s) about the chosen person. | Use information literacy skills to develop a convincing personal opinion(s) about the chosen person. |

**9.9 Use information literacy skills to investigate a person develop personal opinion(s)** about the chosen person

**Stage one – deciding**

**My person topic is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Write a description of what you already know about your person:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you want to find out about your person?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My key questions are:**

**1.**

**2.**

**3.**

**Essential Skills:** thinking, focusing, categorizing, mapping, questioning, reflecting, organizing, key-wording

**Stage two – finding**

**Where will I find information to answer my questions?**

**Highlight** the sources of information you think you will use (you must select 3 sources across 3 categories)

|  |  |  |  |
| --- | --- | --- | --- |
| People | Print | Electronic | Non-print |
| FamilyFriendsOrganisationsExpertsTeachers | BooksNewspapersMagazinesEncyclopaediasYearbooks | Search terminalCD ROMInternete-mailPhone | PostersTelevisionYouTubePostersPhotographs |

Start **finding** your information…

**Essential skills:** selecting, skimming, indexing, thinking, reading, information technology, listening, reflecting, alphabetical/numerical, viewing, problem solving

 **Stage three - selecting & recording**

1. Does my information tell me what I need to find out?
2. What can I leave out?
3. How will I record my information?

Start **selecting** your information.

1. What don’t you need?
2. What else do you need? **Trash / Treasure**

Begin making notes, use your **Dot / Jot** skillsand **record** where you got the information from for your **Bibliography**.

**Essential Skills:** reading, listening, questioning, analyzing, skimming/scanning, information technology, interpreting, selecting, thinking, note making, dot/jot

**Stage four - organising**

1. How can I use and combine the information from the different sources?
2. Do I need all this information?

Start sorting your dot jots. Put information into a **table**.

Begin planning your paragraphs. Remember to back up your idea with examples and explanations.

**Essential Skills**: graphing, tables, mind-mapping, information technology, flow-charts, spread sheets, writing, selecting, decision-making, planning, organising, sorting

**STAGE five - presenting**

1. How will I present my information?

**Your presentation must include:**

* Title
* Four general facts in Dot / Jot form
* Information table format
* Paragraphs
* Conclusion
* Bibliography

**Essential Skills:** information technology, planning, page layout, speaking, multimedia, illustrating, time-management, communicating, writing

**Stage six - self evaluation**

1. How good a researcher am I? (complete the following in your 1B5)
2. I am satisfied with my result because…
3. The parts I did best were...
4. The parts I had most difficulty with were…
5. I know I selected my information carefully because…
6. What I would do differently next time is…

**Appendix 1**

**BIBLIOGRAPHY**

A bibliography is a record of the sources of information that you used. It is presented in alphabetical order by the Author’s surname; then a list of web sites used.

**Books**

Author (Date of Publication). Title. Place of Publication: Publisher

Beckett, B. (1999). Lester. New Zealand: Longacre Press

**Encyclopaedia**

Title of Entry. (Year of publication). Title of encyclopaedia. (Volume number, page number). Place of publication: Publisher.

Minotaur. (2005). World Book Encyclopedia. (Vol.13, p611). USA: World Book, Inc.

**Internet:**

<URL>

http://www.pantheon.org

**Appendix 2**

**Taking notes: dot / jot**

The Dot / Jot method is an easy way to take notes from resources without copying out everything.

1. Rule up the page.

 Dot/ Jot …………………………………. **Source**

 *Research Question or Topic*

 Author:

* Date Pub:
* Title:
* Place Pub:
* Publisher:
1. Read the article quickly to see if it can help answer your research questions.[Page; Chapter; Video; Photo; Web Site]
2. Write down the Source of the article. [ Title / Author; URL ; Magazine /Page]
3. Re-read the article carefully. Write down the main ideas as Dot/Jots. [You can use as few words as you can. ONLY write down the information you need to answer your research question.]

**DOT/JOT PRACTICE SHEET**

**The Greek sphinx** had the head of a woman, the body of a lion, a serpent tail, and wings. In the Greek myths, the most famous sphinx occurs in the story of Oedipus. The sphinx lived on a high rock outside the city of Thebes. When anyone passed by, she asked a riddle: What has one voice and becomes four-footed, two footed and three-footed? The sphinx destroyed everyone who could not answer correctly.

When Oedipus passed by on his way to Thebes, the sphinx asked him the riddle. Oedipus replied: Man, who crawls on all fours as a baby, then walks on two legs, and finally needs a cane in old age. The sphinx became furious because Oedipus had solved the riddle and jumped off the rock to her death.

**BIBLIOGRAPHY:**

**Encyclopedia**

Title of Entry. (Year of publication). Title of encyclopaedia. (Volume number, page number). Place of publication: Publisher.

Greek Sphinx. (1999). World Book Encyclopedia. (Vol.18, p781). USA: World Book, Inc.

**Assessment schedule: English 9.9 Use information literacy skills to develop personal opinion(s)**

|  |  |  |
| --- | --- | --- |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| Use information literacy skills and include a personal opinion(s).Using information literacy skills means: * Setting a research focus within a realistic, authentic and relevant context based on carefully considered information needs. This may include choosing an area or direction to research, or posing research topic question(s)
* selecting and using useful research strategies that link to a specific topic focus and developing an understanding (processing) of research findings [appropriate strategies may include: using key words, accessing a variety of sources, developing note-taking skills, summarising key findings etc]
* considering the usefulness and relevance of research findings in relation to the topic focus.

Forming personal opinion(s) involves reflecting on existing ideas, knowledge and opinions and developing these against the new research findings. This may include:* expressing a personal opinion or judgement, developing a new personal opinion (based on authentic research findings)
 | Use information literacy skills and develop a personal opinion(s).Using information literacy skills (see achievement)Forming personal opinion(s) involves reflecting on existing ideas, knowledge and opinions and developing these against the new research findings. This may include:* expressing a personal opinion or judgement, developing a new personal opinion (based on authentic research findings)
* examining common research findings.

(there may be some unevenness in examining a variety of research findings) | Use information literacy skills to develop a convincing personal opinion(s).Using information literacy skills (see achievement)Forming personal opinion(s) involves reflecting on existing ideas, knowledge and opinions and developing these against the new research findings. This may include:* expressing a personal opinion or judgement, developing a new personal opinion (based on authentic research findings)
* examining common research findings.
* recognising different perspectives/ personal opinions, when developing conclusions [students must develop convincing conclusions based on a variety of personal opinions]
 |

**9.10 Personal and independent reading**

*Student instructions*

In this activity you will fill in four of the sheets recording your response to texts that you select and read independently to give your opinion about them.

1. *Personally respond* is finding reasons why the book should be recommended to peers.
2. *Give reasons means* providing supporting evidence to support a recommendation.
3. *Explain why*  involves demonstrating personal understandings of, engagement with, and/or viewpoints on texts which show some thought or reflection. This may also include responding to links between:
* text and self (eg personal contexts and prior knowledge)
* text and world (eg connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).
1. At least four texts must be included. At least three written texts must be included, one of which must be extended texts. The remaining text can be visual, oral or written.
2. All written texts must be selected and read independently by the student .
3. Personal responses can be presented in written and/or oral forms.
4. *Evidence* includes reference to specific and relevant details.

| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| --- |
| **Achievement** | **Merit** | **Excellence** |
| * Personally respond to a range of independently read texts.
 | * Personally respond to a range of aspects of independently read texts and give reasons for this, supported by evidence.
 | * Personally respond to a range of independently read texts, supported by evidence and explain why you felt this way.
 |

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Text 1

Date of reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Achieved

Make two recommendations why a classmate should read this book:

**One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Merit *(plus Achieved to gain Merit)*

Describe two aspects about this book that interested you, and provide a quote for each as supporting evidence:

**Aspect one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Aspect two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Excellence *(plus Merit to gain Excellence)*

Explain a way this book is significant to your life, providing a quote as supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Text 2

Date of reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Achieved

Make two recommendations why a classmate should read this book:

**One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Merit *(plus Achieved to gain Merit)*

Describe two aspects about this book that interested you, and provide a quote for each as supporting evidence:

**Aspect one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Aspect two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Excellence *(plus Merit to gain Excellence)*

Explain a way this book is significant to your life, providing a quote as supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Text 3

Date of reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Achieved

Make two recommendations why a classmate should read this book:

**One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Merit *(plus Achieved to gain Merit)*

Describe two aspects about this book that interested you, and provide a quote for each as supporting evidence:

**Aspect one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Aspect two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Excellence *(plus Merit to gain Excellence)*

Explain a way this book is significant to your life, providing a quote as supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Text 4

Date of reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Achieved

Make two recommendations why a classmate should read this book:

**One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Merit *(plus Achieved to gain Merit)*

Describe two aspects about this book that interested you, and provide a quote for each as supporting evidence:

**Aspect one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Aspect two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Excellence *(plus Merit to gain Excellence)*

Explain a way this book is significant to your life, providing a quote as supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Text \_\_\_\_\_\_\_\_\_

*Merit)*

Text 6

Date of reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Achieved

Make two recommendations why a classmate should read this book:

**One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Merit *(plus Achieved to gain Merit)*

Describe two aspects about this book that interested you, and provide a quote for each as supporting evidence:

**Aspect one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Aspect two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Excellence *(plus Merit to gain Excellence)*

Explain a way this book is significant to your life, providing a quote as supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- |
| **Progress log** |
|  | ***Text type*** | ***Grade (circle one)*** |
| Text 1 |  | *Achieved* | *Merit* | *Excellence* |
| Text 2 |  | *Achieved* | *Merit* | *Excellence* |
| Text 3 |  | *Achieved* | *Merit* | *Excellence* |
| Text 4 |  | *Achieved* | *Merit* | *Excellence* |

Grade requirements:

For **Achievement** = at least 4 Achieved grades or higher

For **Merit** = at least 3 Merit grades and one other

For **Excellence** = at least 3 Excellence grades and one other

Final grade (circle one):  **Achievement Merit Excellence**

**Signed teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**9.11 Close viewing visual text**

*Student instructions*

In this activity you will closely view a scene from a visual text you study in class. You will identify and describe two techniques used and their effect to show your understanding .

1. This achievement standard assesses close viewing skills. The text(s) used must be visual and be used in their original form.
2. Text(s) for *close viewing* may be entire short visual text(s), or extract(s) from larger text(s).
3. *Close viewing* responses are to be presented in written form.
4. *Close viewing* involves showing an understanding of text aspects.
5. Evidence of understanding of texts includes explanation of the following text aspects:
* purposes and audiences
* ideas (eg major themes, experiences, feelings, thoughts, and understandings within the text)
* language features and structures (eg part text, whole text, narrative)
* text conventions (shots, angles, verbal and visual features).
1. At least two text aspects must be discussed. Different explanations must be given for each text aspect, each supported by different details.
2. *Identify visual* involves explaining aspects of visual in terms of the conventions used.
3. *Describe* involves describing how aspects of visual texts are used to create meaning.
4. *Explain* involves explaining how aspects of visual texts communicate ideas about the text in relation to the writer’s purpose.
5. *Supporting evidence* refers to the use of specific and relevant details from the text(s) to support ideas.
6. The following text types may be included (either as complete texts or as extracts):
* film, television production, music video, documentary.

| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| --- |
| **Achievement** | **Merit** | **Excellence** |
| * Identify 2 aspects used in visual text and give some details about it.
 | * Describe how 2 aspects are used in visual text using supporting evidence.
 | * Explain why the2 aspects are used and their effect(s) using supporting evidence.
 |

**Achieved – you Must complete activity for 2 aspects**

Draw a sketch for each aspect you have identified in a scene studied in class:

Identify the aspect and describe what you hear or see

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1

Identify the aspect and describe what you hear or see

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Identify the aspect and describe what you hear or see

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Identify the aspect and describe what you hear or see

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

4

3

2

**Merit** *(plus Achieved to gain Merit)* ***You must write about 2 aspects.***

Describe each aspect (i.e. why did the director choose the aspect? What did he want us to understand? What did he want us to feel?

1

3

2

Describe the aspect using supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Describe the aspect using supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Describe the aspect using supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Excellence** *(plus Achieved and Merit to gain Excellence)*

* Explain why the director chose to use any two of the aspects and explain the effect that the director intended to create:

**Aspect 1 2 3** (circle one) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Aspect 1 2 3** (circle one) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10.1 Describe and explain specified aspect(s) of studied written text(s), using supporting evidence**

*Student instructions*

To show what you have learned in a study of a written text this year, you will write a literary essay talking about specific aspects from a studied written text.

1. *Specified aspect(s)* are selected from:
* ideas (eg character, theme, setting)
* language features (eg figurative language, syntax, style, symbolism, vocabulary)
* structures (eg part text, whole text, narrative, beginnings and endings).
1. *Studied written text(s)* may include New Zealand or world text(s). However, teachers are encouraged to include both world and New Zealand texts when preparing students for assessment.
2. A response that shows *understanding* makes some points relevant to the topic being addressed in an organised written response.
3. A response that shows *convincing understanding* makes clear points which are relevant to the topic being addressed in an organised written response. The majority of these points are connected to each other. Some unevenness in the response may be acceptable.
4. A response that shows *perceptive understanding* makes clear points which are relevant to the topic being addressed and will show some insight or originality in thought or interpretation. These points are developed and integrated.
5. *Supporting evidence* refers to specific and relevant details from the text(s) used to support ideas.
6. A selection from one or more of the following text types will be provided. Reference can be made to one or more texts within the chosen text type:
* novel
* drama
* short story
* poetry/song lyric

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Describe and explain specified aspect(s) of studied written text(s), using supporting evidence. | Describe and explain convincingly specified aspect(s) of studied written text(s), using supporting evidence. | Describe and explain perceptively, specified aspect(s) of studied written text(s), using supporting evidence. |

**10.2 Identify, describe and explain specified aspect(s) of studied visual text using supporting evidence**

*Student instructions*

To show what you have learned in a study of a visual text this year, you will write a literary essay talking about 2 specific aspects of a studied film.

1. *Specified aspect(s)* are selected from:
	* purposes and audiences
	* ideas (eg character, theme, setting)
	* language features of visual texts (eg cinematography, editing, special effects, , dialogue, narration, music, sound effects, ambient sound)
	* structures (eg part text, whole text, narrative, beginnings and endings).
2. *Studied visual texts* mayinclude New Zealand or world text(s). However, teachers are encouraged to include both world and New Zealand texts when preparing students for assessment.
3. A response that shows *understanding* makes some points relevant to the topic being addressed in an organised written response.
4. A response that shows *convincing understanding* makes clear points which are relevant to the topic being addressed in an organised written response. The majority of these points are connected to each other. Some unevenness in the response may be acceptable.
5. A response that shows *perceptive understanding* makes clear points which are relevant to the topic being addressed and shows some insight or originality in thought or interpretation. These points are developed and integrated.
6. *Supporting evidence* refers to specific and relevant visual or verbal details from the text(s) used to support ideas.
7. A selection from one or more of the following text types will be provided. Reference can be made to one or more texts within the chosen text type:
	1. film
	2. television programme
	3. radio programme
	4. drama production

**Achievement Criteria**

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Identify specified aspect(s) of studied visual text(s), using supporting evidence. | Describe specified aspect(s) of studied visual text(s), using supporting evidence to show understanding. | Explain specified aspect(s) of studied visual text(s), using supporting evidence to show understanding. |

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**10.3 Identify, describe and explain effect of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence**

*Student instructions*

To show what you have learned in a study of close reading this year, you will read texts to show understanding.

1. *Close reading* involves a detailed exploration and consideration of significant aspects of text(s).
2. *Significant aspects* are selected from*:*
	* purposes and audiences
	* ideas (eg character, theme, setting)
	* language features (eg figurative language, style, syntax, symbolism, vocabulary)
	* structures (eg part text, whole text, narrative)
	* text conventions (spelling, punctuation, grammar).
3. *Show understanding* involves making statements about significant aspects of written text(s) and explaining these statements in terms of the meanings and effect(s) created.
4. *Show convincing understanding* involves explaining how significant aspects of written text(s) work together to create meaning.
5. *Show perceptive understanding* involves explaining how significant aspects of written text(s) communicate ideas about the text in relation to the writer’s purpose as well as wider contexts, such as human experience, society and the wider world.
6. *Supporting evidence* refers to the use of specific and relevant details from the text(s) to support ideas.

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| --- | --- | --- |
| * Identify and describe significant aspects of unfamiliar written text(s) through close reading, using supporting evidence to show understanding.
 | * Identify, describe and state effect significant aspects of unfamiliar written text(s) through close reading, using supporting evidence to show understanding.
 | * Identify, describe and explain effect of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence to show understanding.
 |

**10.4 Produce creative writing**

*Student instructions*

To show what you have learned in a study of creative writing this year, you will write a creative piece of writing.
*1.Creative writing* text types at this level may include descriptions, narratives, poems, personal accounts, scripts, or other appropriate creative writing text types. Students are required to draft, rework and present at least one piece of creative writing that expresses imaginative and creative ideas.

2.*Ideas* may include thoughts, feelings, experiences or sensory qualities.

*3.Develop and structure ideas* means to build on a single idea by adding details or examples, linking that idea to other ideas and details appropriate to the selected text type.

*4.Develop and structure ideas convincingly* meansthat the development of the ideas and structure is generally credible and connected.

*5.Develop and structure ideas effectively* means that the development of the ideas and structure is compelling and well-organised.

*6.Use language features* means that:

* vocabulary selection, syntax, stylistic features and written text conventions (including spelling, punctuation, grammar) are appropriate to audience and purpose for a selected text type
* written text conventions are used without intrusive error patterns, such as a pattern of errors in syntax (eg sentence fragments, where structures are not used intentionally; and ‘run on’ syntax); or a pattern of other significant errors (eg mixed tense sequences, mis‑capitalisation, spelling errors).

*7.Use language features* *with control* means that:

* language features are selected and linked to the intended purpose and audience for the selected text type
* text conventions are used accurately so that the writing contains only minor errors.

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| * Develop idea(s) in creative writing.
* Use language features appropriate to audience and purpose in creative writing.
 | * Develop and structure ideas convincingly in creative writing.
* Use language features appropriate to audience and purpose with control in creative writing.
 | * Develop and structure ideas effectively in creative writing.
* Use language features appropriate to audience and purpose with control to command attention in creative writing.
 |

**10.5 Produce formal writing**

*Student instructions*

To show what you have learned in a study of formal writing this year, you will write a formal essay giving your opinion on an issue that relates to young people.

1. Students are required to draft, rework and present at least one piece of formal writing that expresses ideas, information and/or opinions.
2. *Ideas* may include facts, information, opinions, observations, and/or arguments.
3. *Structure ideas* means to build on a single idea by adding details or examples, and working towards a planned whole.
4. *Develop and structure ideas convincingly* mean that the development of the ideas and structure is generally credible and connected.
5. *Use language features* means that:
* vocabulary selection, syntax, stylistic features and written text conventions (including spelling, punctuation, grammar) are appropriate to audience and purpose for a selected text type

*6.Written text conventions* are used without intrusive error patterns, such as a pattern of errors in syntax (eg sentence fragments, where structures are not used intentionally; and ‘run on’ syntax); or a pattern of other significant errors (eg mixed tense sequences, mis‑capitalisation, spelling errors).

*7.Use language features* *with control* means that:

* + language features are selected and linked to the intended purpose and audience
	+ text conventions are used accurately so that the writing contains only minor errors.
1. *Use language features* *with control* to *command attention* means:
	* the original and sustained use of language features, vocabulary selection, distinctive personal voice, dimensions or viewpoints
	* text conventions are used accurately so that the writing contains only minor errors.

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| --- |
| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| * Develop an idea and opinion in formal writing.
* Use language features appropriate to audience and purpose in formal writing.
 | * Develop and structure ideas and opinion convincingly in formal writing.
* Use language features appropriate to audience and purpose with control in formal writing.
 | * Develop and structure and support ideas and opinion effectively in formal writing.
* Use language features appropriate to audience and purpose with control to command attention in formal writing.
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**10.6 Present a speech**

*Student instructions*

In this assessment you will present a speech to your class. It should be at least 3 Minutes long.

1. Text presented for assessment must be the student’s own work.
2. *Ideas* may include information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts or feelings.
3. *Present ideas* means communicating ideas to an audience.
4. *Present ideas convincingly* means that the ideas communicated are supported by evidence and delivery is appropriate to audience and purpose.
5. *Present ideas* *effectively* means that the delivery uses visual and/or verbal techniques deliberately for effect.
6. *Language features* may include the use of:
	* verbal language techniques (eg rhetorical questions, alliteration)
	* body language (eg eye contact, stance, gesture, facial expression)

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Present ideas in a speech. | Present ideas convincingly in a speech. | Present and develop ideas effectively in a speech. |
| Use oral language features appropriate to audience and purpose. | Use oral language features appropriate to audience and purpose with control. | Use oral language features appropriate to audience and purpose with control to command attention. |

**CHECKLIST / ASSESSMENT**

**STUDENT NAME:** **TOPIC:**

|  |
| --- |
| **Communicating Ideas & Presentation of Material** |
| **Presentation of ideas:*** **Intro:** arresting and of interest to audience
* **Body:** gives at least one good reason, with explanations and examples
* **Conclusion:** signals you are finishing, restates your opinion, finishes with flourish
 | **Effectiveness of the organisation of text for presentation:*** Links beginning to end
* Attention-grabbing opening
* Strong message at end
 |
| **Achieved:**Present ideas in a speech. | **Merit:** Present ideas convincingly in a speech | **Excellence:** Present and develop ideas effectively in a speech. |
| **Use of Visual and Oral Features** |
| **Presentation of Delivery Techniques:*** Pause
* Emphasis
* Voice variety (pitch, rhythm, intonation, volume, pace)
* Body Language(gestures, facial expressions, stance, eye contact, movement)
* Prop(s)
* Costume
* Other:
 | **Presentation of oral language techniques:*** rhetorical questions
* direct address to the audience
* personal pronouns
* sound devices such as alliteration
* repetition
* careful choice of words e.g. evocative adjectives
* figurative language, such as simile
* humour
* analogy
* anecdote
* colloquialism
 |
| **Achieved:** Use oral language features appropriately  | **Merit:** Use oral language features appropriately   | **Excellence:** Use oral language features appropriate to command attention. |
| **General Comments for Consideration** |
| **Volume** | Inaudible | Mainly audible | Audible | Strong |
| **Volume variety** | Little variety | Some variety | appropriate | Arresting |
| **Varied Pace** | Inappropriate | Satisfactory | Appropriate variety | Arresting and mature |
| **Varied Tone** | No variation | Mainly monotone | Appropriate variety | Arresting or interesting |
| **Emphasis (key words)** | Awkward emphasis | Some emphasis | Emphasis shows understanding | Arresting interpretation |
| **Pronunciation** | Cannot understand | Some difficulty, but overall meaning is clear | Good pronunciation | Excellent pronunciation |

**Assessment Schedule: English 10.6 – Speech**

|  |  |  |
| --- | --- | --- |
| **Evidence/Judgements for Achievement**  | **Evidence/Judgements for Merit** | **Evidence/Judgements for Excellence** |
| The presentation is at least 3 minutes long. The student develops and structures ideas by:* Having ideas arranged in a logical sequence
* Supporting ideas with evidence

The student uses oral language features appropriate to audience and purpose by:* Selecting verbal language features (e.g. rhetorical question, alliteration etc)
* Using features that are appropriate to the purpose and audience
* Using non-verbal language (e.g. eye contact, stance, gestures, facial expressions, pace, tone, volume, props, costumes etc.)
 | The presentation is at least 23minutes long.The student develops and structures ideas by:* Having ideas that are developed and logically sequenced
* Presenting ideas that are convincing
* Supporting ideas with relevant evidence

The student uses oral language features appropriate to audience and purpose by:* Deliberately selecting verbal language features (e.g. rhetorical questions, alliteration etc.)
 | The presentation is at least 3 minutes long. The student develops and structures ideas by:* Having ideas that are developed, well-organised and compelling

The student uses oral language features appropriate to audience and purpose by:* Delivering a confident and sustained presentation
 |

**10.7 Present a visual text**

*Student instructions*

In this assessment you will present a visual text to your class.

(TKI assessment : produce a CD cover or a DVD cover : This can reslte to theme in one or more of texts studied.)

1. The text must use visual and verbal techniques. The text must be an original construction by the student. The components may either be original, adapted or taken from other texts or sources.
2. Visual text types at this level may include posters, wall charts, book covers…..Texts are expected to be stand alone .
3. *Ideas* may include information, opinions, events, interpretations, narrative, thoughts or feelings.
4. *Present ideas* means communicating ideas to an audience.
5. *Present ideas convincingly* means that the ideas communicated are supported by evidence and is appropriate to audience and purpose.
6. *Present ideas* *effectively* means that the text uses visual and/or verbal techniques deliberately for effect.
7. *Language features* include:
	1. visual (eg images, sequence, costumes, movement)
	2. verbal (eg dialogue, quotations).
8. *Use language features* means to select visual and verbal features that are appropriate to purpose and audience
9. *Use language features with control* means that language features and presentation techniques are selected and linked to the intended purpose and audience.

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Present ideas in a visual text. | Present ideas convincingly in a visual text. | Present and develop ideas effectively in a visual text. |
| Use language features appropriate to audience and purpose. | Use language features appropriate to audience and purpose with control. | Use language features appropriate to audience and purpose with control to command attention. |

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**10.8 Identify describe and explain connection(s) between texts**

*Student instructions*

In English this year you will read a range of texts which will be recorded in your personal reading log (10.10)

In this assessment activity you will select four of these texts and identify some connections between them, describing at least one connection and explaining how it is interesting to you.

The texts selected for study should be any combination of written, visual and/or oral. At least four texts (written, oral and/or visual; short and/or extended) must be included.

1. The texts selected for study may be any combination of written, visual and/or oral. At least four texts (written, oral and/or visual; short and/or extended) must be included. At least one text must be student-selected.
2. *Connection(s)* may include links, commonalities and/or relationships between:
	1. knowledge, experience and ideas
	2. purposes and audiences
	3. structures.
3. *Find* involves identifying a connection between texts.
4. *Describe* involves making points that develop the connection being addressed. Some unevenness in the response may be acceptable.
5. *Explain* involves making points that develop understandings that show the connection is significant or interesting. Some unevenness in the response may be acceptable.
6. *Supporting evidence* refers to the use of specific and relevant details from each text to support ideas.
7. *Explanat*ions about connection(s) may be presented in appropriate written and/or visual forms.

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| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Identify a connection between texts. | Describe a connection between texts using supporting evidence. | Explain a connection between texts using supporting evidence. |

 **10.8: Identify the connection between the texts.** **1 0.8 Finding connections between texts –**identify the connection below

**Achieved** *(must provide at least one connection for each text)*

***Text one connects to one or more of the other texts in the following ways:***

* **To text 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 4:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Text two connects to one or more of the other texts in the following ways:***

* **To text 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 4:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Text three connects to one or more of the other texts in the following ways:***

* **To text 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 4:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Text four connects to one or more of the other texts in the following ways:***

* **To text 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **To text 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Merit** *(plus Achieved to gain Merit)*

Describe one connection between at least two texts (provide supporting evidence): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Excellence** *(plus Achieved and Merit to gain Excellence)*

Explain why this connection is interesting to you (provide supporting evidence):

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**10.9 Use information literacy skills to develop personal opinion(s)**

*Student instructions*

In this assessment you will use information literacy skills to form personal opinion(s) about an issue concerning students of your age.

1. The use of information literacy skills and presentation of understandings must be undertaken within the context of the English learning area.
2. *Use information literacy skills* means completing a systematic exploration into a valid area for inquiry in order to form personal opinion(s). The steps taken include:
3. framing the inquiry within an authentic and relevant context based on carefully considered information needs. This may include identifying an area or direction for investigation, or posing a question(s)
4. selecting and using appropriate strategies for locating and processing information
5. evaluating the reliability and usefulness of selected information in relation to the inquiry.
6. Sources of information may be selected from written, oral and/or visual texts. The texts should be student-selected.
7. *Personal opinion(s)* involves thinking about knowledge based on information gathered in the inquiry. This may include:
8. expressing an opinion or judgement, reaching a decision, or suggesting a solution
9. evaluating the opinion (s).
10. *Develop personal opinion(s)* involves thinking about knowledge based on information gathered in the inquiry that are supported with evidence. This may include:
	1. expressing an opinion or judgment, reaching a decision, or suggesting a solution
	2. evaluating the opinion(s).
11. *Develop convincing personal opinion(s)* involves thinking about knowledge based on information gathered in the inquiry that are supported with evidence and show some thought or interpretation of the ideas gathered. This may include:
	1. expressing an opinion,
	2. making a judgment or recommendation,
	3. reaching a decision,
	4. or suggesting a solution .
12. Personal opinions(s) at this level should be presented as a written report.

|  |
| --- |
| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| **Achieved** | **Merit** | **Excellence** |
| Use information literacy skills and state a personal opinion(s). | Use information literacy skills and develop personal opinion(s). | Use information literacy skills to develop a convincing personal opinion(s) supported by evidence. |

**10.9 Use information literacy skills to develop personal opinion(s)**

**Stage one – deciding**

**My issue is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Write a description of what you already know about your issue:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you want to find out about your issue?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My key questions are:**

**1.**

**2.**

**3.**

**Essential Skills:** thinking, focusing, categorizing, mapping, questioning, reflecting, organizing, key-wording

**Stage two – finding**

**Where will I find information on my issue?**

**Highlight** the sources of information you think you will use (you must select 3 sources across 3 categories)

|  |  |  |  |
| --- | --- | --- | --- |
| People | Print | Electronic | Non-print |
| FamilyFriendsOrganisationsExpertsTeachers | BooksNewspapersMagazinesEncyclopaediasYearbooks | Search terminalCD ROMInternete-mailPhone | PostersTelevisionYouTubePostersPhotographs |

Start **finding** your information…

**Essential skills:** selecting, skimming, indexing, thinking, reading, information technology, listening, reflecting, alphabetical/numerical, viewing, problem solving

 **Stage three - selecting & recording**

1. Does my information tell me what I need to find out?
2. What can I leave out?
3. How will I record my information?

Start **selecting** your information.

1. What don’t you need?
2. What else do you need? **Trash / Treasure**

Begin making notes, use your **Dot / Jot** skillsand **record** where you got the information from for your **Bibliography**.

**Essential Skills:** reading, listening, questioning, analyzing, skimming/scanning, information technology, interpreting, selecting, thinking, note making, dot/jot

**Stage four - organising**

1. How can I use and combine the information from the different sources?
2. Do I need all this information?

Start sorting your dot jots. Put information into a **table**.

Begin planning your paragraphs. Remember to back up your idea with examples and explanations.

**Essential Skills**: graphing, tables, mind-mapping, information technology, flow-charts, spread sheets, writing, selecting, decision-making, planning, organising, sorting

**STAGE five - presenting**

1. How will I present my information?

**Your presentation must include:**

* Title
* Some general facts
* Paragraphs
* Conclusion
* Bibliography

**Essential Skills:** information technology, planning, page layout, speaking, multimedia, illustrating, time-management, communicating, writing

**Stage six - self evaluation**

1. How good a researcher am I? (complete the following in your 1B5)
2. I am satisfied with my result because…
3. The parts I did best were...
4. The parts I had most difficulty with were…
5. I know I selected my information carefully because…
6. What I would do differently next time is…

**Appendix 1**

**BIBLIOGRAPHY**

A bibliography is a record of the sources of information that you used. It is presented in alphabetical order by the Author’s surname; then a list of web sites used.

**Books**

Author (Date of Publication). Title. Place of Publication: Publisher

Beckett, B. (1999). Lester. New Zealand: Longacre Press

**Encyclopaedia**

Title of Entry. (Year of publication). Title of encyclopaedia. (Volume number, page number). Place of publication: Publisher.

Minotaur. (2005). World Book Encyclopedia. (Vol.13, p611). USA: World Book, Inc.

**Internet:**

<URL>

http://www.pantheon.org

**Appendix 2**

**Taking notes: dot / jot**

The Dot / Jot method is an easy way to take notes from resources without copying out everything.

1. Rule up the page.

 Dot/ Jot …………………………………. **Source**

 *Research Question or Topic*

 Author:

* Date Pub:
* Title:
* Place Pub:
* Publisher:
1. Read the article quickly to see if it can help answer your research questions.[Page; Chapter; Video; Photo; Web Site]
2. Write down the Source of the article. [ Title / Author; URL ; Magazine /Page]
3. Re-read the article carefully. Write down the main ideas as Dot/Jots. [You can use as few words as you can. ONLY write down the information you need to answer your research question.]

**DOT/JOT PRACTICE SHEET**

**The Greek sphinx** had the head of a woman, the body of a lion, a serpent tail, and wings. In the Greek myths, the most famous sphinx occurs in the story of Oedipus. The sphinx lived on a high rock outside the city of Thebes. When anyone passed by, she asked a riddle: What has one voice and becomes four-

footed, two footed and three-footed? The sphinx destroyed everyone who could not answer correctly.

**BIBLIOGRAPHY:**

**Encyclopedia**

Title of Entry. (Year of publication). Title of encyclopaedia. (Volume number, page number). Place of publication: Publisher.

Greek Sphinx. (1999). World Book Encyclopedia. (Vol.18, p781). USA: World Book, Inc.

**Assessment schedule: English 10.9 Use information literacy skills to develop personal opinion(s)**

|  |  |  |
| --- | --- | --- |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| Use information literacy skills and include a personal opinion(s).Using information literacy skills means: * Setting a research focus within a realistic, authentic and relevant context based on carefully considered information needs. This may include choosing an area or direction to research, or posing research topic question(s)
* selecting and using useful research strategies that link to a specific topic focus and developing an understanding (processing) of research findings [appropriate strategies may include: using key words, accessing a variety of sources, developing note-taking skills, summarising key findings etc]
* considering the usefulness and relevance of research findings in relation to the topic focus.
* expressing a personal opinion or judgement, developing a new personal opinion (based on research findings)
 | Use information literacy skills and develop a personal opinion(s).Using information literacy skills (see achievement)Forming personal opinion(s) involves reflecting on existing ideas, knowledge and opinions and developing these against the new research findings. This may include:* expressing a personal opinion or judgement, developing a new personal opinion (based on authentic research findings)
* examining common research findings.

(there may be some unevenness in examining a variety of research findings) | Use information literacy skills to develop a convincing personal opinion(s) supported by evidence.Forming personal opinion(s) involves reflecting on existing ideas, knowledge and opinions and developing these against the new research findings. This may include:* expressing a personal opinion or judgement, developing a new personal opinion (based on authentic research findings)
* examining common research findings.
* recognising different perspectives/ personal opinions, when developing conclusions [students must develop convincing conclusions based on a variety of personal opinions]
 |

**10.10 Personal and independent reading**

*Student instructions*

In this activity you will keep a detailed record of 6 texts that you select and read independently.

1.These texts must include 4 written texts. One must be a novel

2.The texts you choose should extend your reading experience and include a range of texts from New Zealand and the world.

3.The texts should be suitable for students of your age or older.

4. Personally respond means to write about 2 aspects of the text eg how you felt about the text. What it made you think about.How the writer develops his ideas.

5. You must support what you say with details and evidence from each text.

6. Use the template to structure your responses.

| **Assessed @ curriculum level** *(circle one)* **3 4 5 6 of the NZC** |
| --- |
| **Achievement** | **Merit** | **Excellence** |
| * Personally respond to a range of 6 independently read texts.
 | * Personally respond to a range of aspects of 6 independently read texts, supported by evidence.
 | * Personally respond to a range of 6 independently read texts, supported by evidence and explain why you felt this way.
 |

Text 1

Date of reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Achieved

Make two recommendations why a classmate should read this book:

**One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Merit *(plus Achieved to gain Merit)*

Talk about two aspects in this text that interested you, and provide a quote for each as supporting evidence:

**Aspect one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Aspect two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Excellence *(plus Merit to gain Excellence)*

Explain a way this text is significant to your life, providing evidence as supporting evidence: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Date of reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make two recommendations why a classmate should read this book:

**One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Merit *(plus Achieved to gain Merit)*

Describe two aspects about this book that interested you, and provide a quote for each as supporting evidence:

**Aspect one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Aspect two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**