Q1: What is the main purpose of AS90854?

The purpose of this achievement standard is to demonstrate you are able to undertake independent reading and record the reading experience.

Q2: How is it assessed?

This will be an ongoing assessment. Whilst some class time will be given, most of the reading or viewing must be done at home in your own time. You are required to read/view *six* texts (4 of which must be *written* and 2 of these must be *extended* texts) and *give a personal response to each text*. The ‘Reading Log’ must be completed by week five, Term 3, but is strongly recommended that you complete this assessment by the end of Term 2.

Q3: What is the purpose of giving Personal Responses?

Personal responses not only demonstrate you have in fact read/viewed the text, they will show the extent of your understandings and engagement with the text.

Q3: What exactly do you mean by a ‘text’? How do I know what texts to choose?

*A ‘Text’* is a piece of spoken, written, or visual communication that constitutes a coherent, identifiable unit. The six texts you choose must be appropriate for Level 1. Categories include novels, short stories, drama, poetry, magazine articles, newspaper articles, biographies, reference books, song lyrics and websites. Texts also extend to film, TV shows or advertisements or radio broadcasts. Please use the ‘Personal Reading Tracker’ checklist (at the back) to ensure your 6 selections satisfy the specifications of the Standard.

Q4: Are there any texts I can’t include as part of my Reading Log?

You should steer towards texts that are well revered or critically acclaimed (and thus will provide scope for intelligent responses). Ultimately, your choices must be at an appropriate level for a Year 11 student. Your teacher will be able to provide you with further help.

You may only do visual texts that have an age appropriate classification. So you cannot view and then write a response on a R16 or R18 film for example. Be careful with TV shows that also have R16 classifications. ‘The Boy in the Striped Pyjamas’ (John Boyle) cannot be read as part of your ‘Reading Log’. This will instead be assessed as a Novel Study (AS1.1).

A sample list has been included in this guide for your convenience. Please note you have to obtain these texts yourself from local libraries. They are not given to you.

Q5: What does it mean when it says I must choose ‘at least 4 *written* texts, 2 of which must be *extended’*?

Of the six texts you read or view, at least four must be written texts. The remaining two texts can be visual, oral or written. This means for example that you couldn’t simply view six films. Of the four written texts you choose, two of these must also be *extended* texts. *Extended* texts are essentially books with chapters (like novels).

Q6: Can you give me an example of how a valid ‘Reading Log’ might look?

2 Novels (2)

1 Short Story (1)

2 Poems (2)

1 Film (1)

=6 Texts

You are encouraged to choose a range of texts that cover different cultural perspectives or genres. It is strongly recommended that you choose texts that have clear linkages to the theme of ‘***Intolerance and Zealotry’***. These text selections will form the bases of your research assessment (AS1.8) and will help to enrich your knowledge of the novel (1.1) and film study (1.2); so it is worth having texts with thematic connections.

(Please note: whilst song lyrics are a valid text, 2 songs constitute 1 text).

Q7: Can you give me a list of suitable text selections (especially ones with a thematic link)?

This is just a starter list. It is by no means exclusive and will be subject to text availability.

|  |
| --- |
| Possible texts |
| Written   * ‘The Book Thief’ (Markus Zusak) * ‘The Devils Arithmetic’ (Jane Yolen) * ‘Tunes for Bears to Dance to’ (Robert Cormier) * ‘Milkweed’ (Jerry Spinelli) * ‘In my Hands: Memories of a Holocaust Rescuer’ (Irene Gut Opdyke, with Jennifer Armstrong) * ‘The Diary of Anne Frank’ (Anne Frank) * ‘Witness’ (Karen Hesse) * ‘Bifocal’ (Deborah Ellis & Eric Walters) * ‘The Wave’ (Morton Rhue) * ‘The Chocolate War’ (Robert Cromier) * ‘The Kite Runner’ (Khaled Hosseini) * ‘The Colour Purple’ (Alice Walker) * ‘Long walk to Freedom’ (Nelson Mandela) * ‘To Kill a Mocking bird’ (Harper Lee) * Time Magazine |
| Visual   * ‘Schinder’s List’ * ‘The Pianist’ * ‘The Hurricane’ * ‘The Power of One’ |

Q8: Is it possible to have an exemplar of a personal response?

Yes. Three exemplars have been included in this guide. It is worth noting that your responses can gain an Achieved, Merit or Excellence. In order to ‘Achieve with Excellence’ you should avoid simply giving a plot summary of what you have read. A reading response is not just asking you to show you have read and understood the main plot. It is asking you to dig deeper and provide an emotional or intellectual reflection on what you have read.

Well crafted responses typically show *how the reader personally related to an idea, theme or character*. Did something shock or offend you? Did it make you laugh? What other reactions did it evoke? What could you relate to? Why? Make sure you include **specific details** from the text to support your ideas.

Perceptive *responses also make links to society, the wider world and other texts*. This means understanding that writers are often inspired by what they have personally experienced. Writers transfer their observations about a culture, stereotypes in society or human behaviour into their stories. Do you agree with their depiction? Or is it misguided or bias? Why? What did you learn when you read this text? How has it made you feel differently about your own life or views? You should make connections with prior knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts.

Please refer to the templates that follow for further assistance.

Q9: Anything else?

Your teacher will build in opportunities to discuss your progress. This will provide opportunities for support as well ensuring the authenticity of your work. Please consult the tracker for scheduled ‘check-points’ during your programme.

Q10: How is it marked overall?

* To gain achievement, at least four responses must be at least achievement.
* To gain achievement with merit, at least four responses must be at merit level.
* To gain achievement with excellence, at least four responses must be at excellence level.

