

Self-directed Clarifying Activity – Assessment Type 2: Text Production – Narrative

1. Use the annotated performance standards and student work sample to compare your interpretation of the performance standards and recalibrate your assessment decision (if necessary).

Assessment Decision = C

Please see annotations below

	Knowledge and Understanding	Analysis	Application	Communication
C	<p>Knowledge and understanding of some simple ideas, values, or beliefs in familiar texts (e.g. identifies relevant information from a range of written texts).</p> <p>Knowledge and understanding of a restricted number of ways in which the creators and readers of a narrow range of familiar texts use some language techniques and conventions to make meaning (e.g. reads a range of texts, noting key differences of presentation and layout).</p> <p>Knowledge and understanding of the ways in which familiar texts are composed for familiar purposes and audiences (e.g. identifies purpose and audience of texts).</p>	<p>Analysis of simple connections between personal experiences, ideas, values, and beliefs, and those explored in familiar texts (e.g. explicitly connects new ideas/information with own knowledge, using techniques such as anecdotes and analogies).</p> <p>Descriptive analysis of a number of ways in which authors use language techniques to influence opinions and decisions in familiar contexts (e.g. recognises that the author selects the structure of a text to serve a particular purpose).</p>	<p>Use of language techniques to convey thoughts and ideas in mainly familiar contexts (e.g. uses email for day-to-day communication with work colleague, teacher, friend).</p> <p>Use of appropriate language skills to interact with other people and to solve problems (e.g. writes a short formal letter, outlining instructions for a particular purpose such as closing a bank account).</p>	<p>Generally fluent and precise writing and speaking, using appropriate style and structure for familiar audiences and contexts (e.g. produces a range of familiar text types, with appropriate structures; uses vocabulary with increasing precision to show how words carry particular shades of meaning).</p> <p>Appropriate use of language to produce a narrow range of texts for familiar and unfamiliar purposes and audiences (e.g. uses introductory phrases indicating that an opinion, or a fact, is being offered).</p>

Getting lost in Hamilton Island

The day had finally arrived, the day to go on our tropical holiday to Hamilton Island.

Mum was screaming out "Kids, you have five minutes to be outside with your bags!" We were all freaking out. The taxi then arrived we put all our items, bags into the taxi, we were off! We checked our bags in the airport, and boarded the plane. 40 minutes later we arrived in Adelaide Airport, the airport is so long, we had to run! We only had 20 minutes to check our bags in and rushed to the plane! After a few hours on the plane with my family, we arrived in Hamilton Island, such a rough plane flight because it was windy and raining 18,000 metres in the sky. It was pouring down with rain when we arrived but it wasn't cold rain, it was actually heated.

Our golf buggy arrived, because the island has absolutely no cars to make it a car-free island! We then loaded up our buggy with our luggage; we had 6 bags to put on a tiny golf buggy. We then left the airport and got the map out and we didn't know where to go. Dad was driving slowly so Mum could direct him where to go, we didn't have a clue on where to go, and it was so frustrating. So Dad pulled over, and he nicely snatched the map off of her and read it out. Dad pointed where it was and we drove straight pass the resort without even knowing. We drove down the shops and went for lunch because none of us have eaten all day. We walked in and it was so packed. There were people everywhere due to the holiday season. We only just got in because a family left. It ended up being a 45 minute wait because it was hot, and the cooks were under pressure! When the waitress arrived with our food all the birds arrived. They are unique yellow and green parrots, and if you feed them it'll cause them to become sick. We were told from one of the locals that they lose all their feathers if you feed them.

Dad kept looking at the map and realised where we were, we located our exact. Dad realised we drove straight pass the resort, Sarah, my sister and I laughed at him. Once we finished lunch we got into our golf buggy and drove along the front street slowly, looking at the different boats and the entire street, it's such a beautiful friendly place and such an amazing island. We then drove past the yacht club and up the steep hill, when you look up the top of the hill you can see the whole town.

Knowledge and Understanding

Shows some understanding of how to create texts that engage the audience.

For example, provoking interest with the technique of a short opening line.

Application

Use of language techniques such as 'direct speech'.

Communication

Generally fluent using appropriate style and structure e.g. paragraphing. Some punctuation issues (commas instead of full stops).

Application

Use of adjectives and descriptive language techniques to convey thoughts and ideas in a familiar context.

We then were driving slowly to the resort.

“It’s there” Yelled Sarah, so we pulled up and noticed someone else’s buggy was there. We pulled up next to it and knocked the door.

Someone replied “Hello, come in” she saw us she asked “Are you the xxxxxxx family? Staying here for thirteen days”

Dad replied “Yes, we arrived a few hours ago but we didn’t know where we were, so we went to the café for lunch”

She replied “oh no, you could have rang, at least now you’ve found it, I’m going to be another hour or so to finish cleaning so do you want to pop your bags here and then go for a cruise around the island?”

Mum said “No worries, we’ll get the kids to bring in the bags and we’ll go for a cruise around the Island”

So my sister and I popped our bags in and we set off. We left the resort and drove around everywhere, not knowing where to go. We ended up going to the highest peak on the island, we took some family photos. **Only 15 minutes passed, so we ended up driving around the different spots located around the Island, places like the elegant shops, beautiful beaches and the pools which are like heaven.** We soon discovered that it was very expressive. So, we had to get food ordered from Airlie Beach, which is about a twenty minutes boat ride from Hamilton Island, in the Whitsundays. The cleaning lady rang to say we could go back to the resort and officially check in, we then drove from the shops to the resort. We parked our buggy and unlocked the door and we were all gobsmacked, **the resort was amazing, it was so bright and airy, modern and stylish.** It’s called split-levelled because it was built on a hill. The bedrooms were on the bottom floor and the entertaining area was upstairs, you entered upstairs. We then unpacked plus picked up our groceries, unpacked them into the fridge and pantry. We discovered the different islands in the Whitsundays, such as Airlie Beach, Day Dream Island and the Great Barrier Reef pontoon located in the middle of the Great Barrier Reef.

14 days in Hamilton Island was, well ‘perfect’. It was the absolute perfect destination holiday, spent with a perfect family.

Application
Use of language techniques such as ‘direct speech’ to convey thoughts and ideas in a familiar context.

Application
Use of adjectives and descriptive language techniques to convey thoughts and ideas in a familiar context.

Additional Comments

Knowledge and Understanding

Knowledge and understanding of a restricted number of ways creators of familiar texts use language techniques. Sometimes written as if spoken. For example, 'We were all freaking out', '...we were all gob smacked.'

A simple narrative retelling events of the day – a familiar text composed for a familiar audience. For example, peers.

Communication

Generally fluent and precise writing using an appropriate style and structure. Punctuation errors and some spelling errors detract from the quality.

Language is unsophisticated and simple appropriate of a 'C' standard.