Self-directed Clarifying Activity – Assessment Type 1: Text Analysis – The Power of One

Purpose: The purpose of this activity is to support teachers to interpret and apply performance standards consistently to students' work in Stage 1 English.

1. Please use the following Stage 1 English performance standards to determine a grade for the student work sample on page 5.

Please note: grades are determined by considering whether evidence of learning demonstrates the specific features predominantly within a particular grade e.g. a B grade level work sample should demonstrate assessment design criteria specific features predominantly at the B grade band.

2. Record your assessment decision by holding the 'Ctrl' key and clicking here.

Please note: recording an assessment decision will prompt your computer to download an annotated version of the student response.

3. Use the annotated performance standards and student work sample to compare your interpretation of the performance standards and recalibrate your assessment decision (if necessary).
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<td><strong>A</strong> Detailed knowledge and understanding of the ideas, values, and beliefs in familiar and unfamiliar texts. Knowledge and understanding of the ways in which the creators and readers of familiar and unfamiliar texts use a range of language techniques and conventions to make meaning. Comprehensive knowledge and understanding of the ways in which familiar and unfamiliar texts are composed for a range of purposes and audiences.</td>
<td>Analysis of complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar and unfamiliar texts. Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar contexts.</td>
<td>Use of a range of sophisticated language skills to analyse and solve simple and complex problems, and to demonstrate creativity. Detailed and appropriate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. Location, recording, analysis, use, and synthesis of knowledge relevant to familiar and unfamiliar contexts.</td>
<td>Fluent and precise writing and speaking. Use of appropriate style and structure for a range of mainly unfamiliar audiences and for varied purposes.</td>
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<td><strong>B</strong> Knowledge and understanding of some ideas, values, and beliefs in familiar, and some unfamiliar, texts. Knowledge and understanding of the ways in which the creators and readers of mainly familiar texts use some language techniques and conventions to make meaning. Knowledge and understanding of the ways in which mainly familiar texts are composed for some purposes and audiences.</td>
<td>Analysis of some complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar, and some unfamiliar, texts. Analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar, and some unfamiliar, contexts.</td>
<td>Use of a range of language skills to solve simple and complex problems, and to demonstrate creativity. Use of evidence from texts to support conclusions, with textual references incorporated in responses. Location, recording, analysis, use, and occasional synthesis of knowledge relevant to mostly familiar contexts.</td>
<td>Mostly fluent and precise writing and speaking. Use of appropriate style and structure for a range of mostly familiar audiences and purposes.</td>
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<td><strong>C</strong> Knowledge and understanding of some simple ideas, values, or beliefs in familiar texts (e.g. identifies relevant information from a range of written texts). Knowledge and understanding of a 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). 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).</td>
<td>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). 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).</td>
<td>Use of language skills to solve routine problems in familiar contexts or to demonstrate creativity (e.g. writes a short formal letter, outlining instructions for a particular purpose such as closing a bank account). Competent use of evidence from texts to support conclusions (e.g. reads short, simple narrative of choice and discusses how text reflects author’s opinion). Location, recording, and occasional analysis and use of knowledge relevant to a familiar context (e.g. reads and interprets diagrammatic/graphic texts that are unambiguously presented).</td>
<td>Generally fluent and functional writing and speaking. Use of an appropriate style and structure for familiar audiences and purposes (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).</td>
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<td><strong>D</strong> Identification of some simple ideas, values, or beliefs in some familiar texts. Knowledge and understanding of some of the ways in which the creators and readers of a narrow range of familiar texts use language techniques and conventions to make simple or factual meaning. Knowledge of the ways in which familiar texts are composed for personally relevant purposes and familiar audiences.</td>
<td>Reference to simple connections between uncomplicated personal experiences, ideas, values, and beliefs, and those explored in familiar texts. Reference to some ways in which authors of familiar texts use language techniques to influence opinions and decisions in familiar contexts.</td>
<td>Use of a restricted range of language skills to solve simple problems in familiar contexts or to demonstrate some creativity. Some use of evidence from familiar texts to support conclusions. Location, recording, and use of factual knowledge relevant to a familiar context.</td>
<td>A level of fluency in writing and speaking in personally relevant situations. Use of appropriate style and structure for a narrow range of familiar audiences and purposes.</td>
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<td><strong>E</strong> Identification of a single idea in a highly familiar text. Knowledge and understanding of the way in which a creator or reader of a highly familiar text uses a language technique or convention to make factual meaning. Knowledge of the ways in which highly familiar texts are composed for personally relevant purposes and highly familiar audiences.</td>
<td>Recognition of a simple connection between a straightforward personal experience, idea, value, or belief, and that explored in a highly familiar text. Reference to the way in which an author uses language techniques to influence opinions and decisions in a highly familiar context.</td>
<td>Use of a restricted range of language skills to solve simple problems in highly familiar contexts or to demonstrate creativity. Some use of evidence from highly familiar texts to support a simple conclusion. Location, recording, or use of factual knowledge relevant to a highly familiar context.</td>
<td>Beginning of development of fluent writing and speaking in personally relevant situations. Use of appropriate style and structure for a narrow range of highly familiar audiences and purposes.</td>
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ASSESSMENT DETAILS

Students are to write an analytical essay based on their reading of the novel, *The Power of One*. Unlike other analytical essays you have written, you are encouraged to connect the text with your own personal experiences, values and beliefs. Nevertheless, your essay is a formal piece of writing and your language choices should reflect this.

You must choose ONE of the following essay questions to which you are to respond to in 600 to 800 words.

1. How does Bryce Courtenay challenge your ideas and beliefs about the impact of discrimination on individuals and society?
2. How does the portrayal of Peekay’s development change your perception of your own childhood and adolescence?

The essay must include three distinct sections: introduction, main body and conclusion. Within the main body each paragraph there needs to be: a Topic sentence explaining the focus of the paragraph; an Explanation discussing your ideas/reasons/argument regarding the topic sentence; Evidence that supports/proves your argument, including quotations from the text; and, a Link sentence, which refers to the essay question. You should note that the order of the explanation and evidence can change, and there can be more than one piece of evidence in each paragraph. Finally, make sure that you answer the question.

ASSESSMENT DESIGN CRITERIA

Knowledge and Understanding

KU1 Knowledge and understanding of the ideas, values, and beliefs explored in texts.

KU3 Knowledge and understanding of the ways in which texts are composed for a range of purposes and audiences.

Analysis

An1 Analysis of the connections between personal experiences, ideas, values, and beliefs, and those explored in a text.

Application

Ap2 Use of evidence from texts to support conclusions.

Communication

C2 Use of an appropriate style and structure for the audience and purpose when composing texts.
In the novel *Power of One* by Bryce Courtenay, Peekay grows from a young helpless boy to an independent young man. The themes of the novel are black apartheid in South Africa, through the novel, Peekay starts to become a victim of this racial battle and as the novel progresses, Peekay starts to try and make a difference. Discrimination is different in the novel based on my own experiences this is because in the novel it is more physical and in my life it is more verbal.

Peekay is discriminated through school this is seen when he said “I was a Roolinek and a Pisskop. I spoke the wrong language.” Peekay goes to a boarding school full of Africans kids being the only English kid at the school he is a victim of racism. The leader of the bullies is the oldest kid in the school known as the Judge. Peekay is taken behind a shed and tied to a tree while the council picks on him. Compared to my own experience of racial discrimination in the book is a lot more physical compared to my own experiences.

How black people are discriminated this is proven when it is said in the text “Always remember when you hit a Kaffir, stay away from his head, you can break your fist on their heads, just like that. Hit them in the face, that’s orrright bunt never on the head, man.” Kaffirs were treated as second class citizens in society it was ok to hit and yell at a black person, from my experience of living in Australia black people are treated with too much hostility the reason for this is that they are given way too much and are immune to minor laws. This is unfair to black and white people because all people should be treated as equals in this society.

How white people think they are superior in society “you don’t call a bierrie coolie “mister”, Peekay. A coolie is not a kaffir because he is clever and he will cheat you any time he can. But a coolie is still not a white man!” this proves that whites think they are superior to blacks because they donn class them from humans. This is unjust because all people should be given equal rights.

Bryce Courtenay challenges my ideas and beliefs about discrimination of individuals in society by suggesting that it is always black that are down dragged from society and treated unjustly while in a all black community a white person would be oppressed. I believe that all people should be treated with the same respect and should not be put down because of their skin.

Good use of evidence from the text. However, the structure of your paragraphs needs improvement.