

Self-directed Clarifying Activity

Assessment Type 1: Text Analysis

Purpose

The purpose of this activity is to support teachers to interpret and apply performance standards consistently to students' work in Stage 1 English Pathways. To get the most value from this activity it is recommended that teachers spend time to complete step one before accessing the annotated student work sample in step two.

Steps

1. Determine a grade for this student work sample.

Please note: grades are determined by using the Stage 1 English Pathways performance standards and considering whether evidence of learning demonstrates the specific features predominantly within a particular grade e.g. a B grade level work sample should demonstrate specific features predominantly at the B grade band.

2. Access the annotated performance standards and student work sample.

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).

Once you have made an assessment decision

Access the annotated performance standards and student work sample by holding the 'Ctrl' key and clicking [here](#).

Performance Standards for Stage 1 English Pathways

	Knowledge and Understanding	Analysis	Application	Communication
A	<p>Detailed knowledge and understanding of the ideas, values, and beliefs in familiar and unfamiliar texts.</p> <p>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.</p> <p>Comprehensive knowledge and understanding of the ways in which familiar and unfamiliar texts are composed for a range of purposes and audiences.</p>	<p>Analysis of complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar and unfamiliar texts.</p> <p>Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar contexts.</p>	<p>Use of a range of sophisticated language techniques to convey thoughts and ideas in both familiar and unfamiliar contexts.</p> <p>Use of sophisticated and appropriate language skills to interact cooperatively with other people and to solve complex problems.</p>	<p>Fluent and precise writing and speaking, using appropriate style and structure for a range of mainly unfamiliar audiences and contexts.</p> <p>Appropriate use of language to produce a range of texts for familiar and unfamiliar purposes and audiences.</p>
B	<p>Knowledge and understanding of some ideas, values, and beliefs in familiar, and some unfamiliar, texts.</p> <p>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.</p> <p>Knowledge and understanding of the ways in which mainly familiar texts are composed for some purposes and audiences.</p>	<p>Analysis of some complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar, and some unfamiliar, texts.</p> <p>Analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar, and some unfamiliar, contexts.</p>	<p>Use of a range of language techniques to convey thoughts and ideas in familiar, and some unfamiliar, contexts.</p> <p>Use of appropriate language skills to interact with other people and to solve some complex problems.</p>	<p>Mostly fluent and precise writing and speaking, using appropriate style and structure for a range of mostly familiar audiences and contexts.</p> <p>Appropriate use of language to produce a range of texts for familiar, and some unfamiliar, purposes and audiences.</p>
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>
D	<p>Identification of some simple ideas, values, or beliefs in some familiar texts.</p> <p>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.</p> <p>Knowledge of the ways in which familiar texts are composed for personally relevant purposes and familiar audiences.</p>	<p>Reference to simple connections between uncomplicated personal experiences, ideas, values, and beliefs, and those explored in familiar texts.</p> <p>Reference to some ways in which authors use language techniques to influence opinions and decisions in familiar contexts.</p>	<p>Use of a restricted range of language techniques to convey thoughts and ideas in familiar contexts.</p> <p>Use of mainly appropriate language skills to interact with other people and to solve simple problems.</p>	<p>A level of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of familiar audiences and contexts.</p> <p>Occasionally appropriate use of language to produce texts for familiar purposes and audiences.</p>
E	<p>Identification of an idea, a value, or a belief in a highly familiar text.</p> <p>Knowledge and understanding of the way in which a creator or reader of a highly familiar text uses a language technique or a convention to make factual meaning.</p> <p>Knowledge of the ways in which highly familiar texts are composed for personally relevant purposes and highly familiar audiences.</p>	<p>Recognition of a simple connection between a straightforward personal experience, idea, value, or belief, and that explored in a highly familiar text.</p> <p>Reference to the way in which an author uses language techniques to influence opinions and decisions in a highly familiar context.</p>	<p>Use of a restricted range of language techniques to convey thoughts in highly familiar contexts.</p> <p>Use of some appropriate language skills to interact with other people and to solve a simple problem.</p>	<p>Beginning of development of fluent writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of highly familiar audiences and contexts.</p> <p>Occasionally appropriate use of language to produce texts for highly familiar purposes and audiences.</p>

STAGE 1 ENGLISH PATHWAYS
ASSESSMENT TYPE 1: TEXT ANALYSIS

- Text Type: Text Analysis – Visual Text *My Sister's Keeper*
- Context: Students are reintroduced to a range of film techniques. In class, they view and discuss the issues raised in the film and the way they are presented.
- Purpose: To analyse, inform and explain. To make connections between one's own beliefs and values and those presented in the film.
- Audience: Subject teacher and self.
- Word count: 800 words maximum

Assessment task:

Write a personal and analytical response to the question below:

Examine how the makers of 'My Sister's Keeper' use language techniques to help the audience to understand Sarah and Brian's choice to conceive Anna. Are you persuaded that their choice was morally justified?

Knowledge and Understanding

The specific features are as follows:

- KU1 Knowledge and understanding of the ideas, values, and beliefs explored in texts.
- KU2 Knowledge and understanding of the ways in which the creators and readers of texts use language techniques and conventions to make meaning.
- KU3 Knowledge and understanding of the ways in which texts are composed for a range of purposes and audiences.

Analysis

The specific features are as follows:

- An1 Analysis of the connections between personal experiences, ideas, values, and beliefs, and those explored in texts.
- An2 Analysis of the ways in which language techniques are used to influence opinions and decisions in a range of personal, social, or vocational contexts.

Application

The specific features are as follows:

- Ap1 Use of a range of language techniques to convey thoughts and ideas in both familiar and unfamiliar contexts.
- Ap2 Use of language skills to interact with other people, and to solve problems.

Communication

The specific features are as follows:

- C1 Accuracy, clarity, and fluency of expression.
- C2 Use of reading, viewing, writing, listening, speaking, and ICTs to produce a range of texts.

Student Work Sample

Examine how the makers of 'My Sister's Keeper' use language techniques to help the audience to understand Sarah and Brian's choice to conceive Anna. Are you persuaded that their choice was morally justified?

In My Sister's Keeper, Sarah and Brian decided to conceive Anna so that she would be able to donate organs to her sister, Kate, to save her life. Lots of people would say that this is a bad reason to have a baby, because it would be a very hard thing to understand as she grows up. I think if it was me I might feel that my only reason for being alive is to be a donor. But if I had a dying child I would want to do everything I could to try and save it. On the other hand, I feel sorry for Anna because she had to go to hospital so much to help her sister and she really didn't have a choice. If I was Anna's mum I think it would be important to always ask her if she wanted to go to hospital to help her sister, so she did have a choice. It is not fair for anyone to Judge Sarah and Brian's choice if they have not been in the same situation. Most of us are lucky that we don't have to think about this sort of thing and this movie is effective at showing the audience these grim issues, because it helps people think about what is really important to them.

The movie My sister's Keeper uses different ways to tell the story and to help the audience to understand what has happened. Flashbacks are one of the ways that this movie tells the audience background information about the particular characters. The Flashbacks provide us with information about the happier times in the family. They are rather important plot wise (as without them we'd be left with more questions than answers).

Juxtaposition is also important in the story as whenever this occurs, you get a contrast in mood (one scene could be very happy and joyful whereas the next scene could be dark and grim or the other way around). I would possibly consider the fact that switching between moods in a film can be a little jarring, but it manages to be used in some very effective ways.

The simple facts are that the film's use of Juxtaposition is done in a way that catches you off-guard (even though you know to expect grim scenes, you don't know *when* these will occur). This works in the film's favor because it's the best way to describe this. The Juxtaposition is also surprisingly effective because it leaves you with a serious case of mood whiplash – quickly going from one mood to another within a short space of time. It helps you to feel how grim and bad things are for the characters but not for too long.

To summarize, I think the film my Sister's Keeper is important because it helps show what some unlucky people have to deal with in life. And I think that that's important because it shows us how lucky we are if we don't have to do that and how we would feel if we were in a situation like that, so we shouldn't judge what other people do. This film uses some good techniques to make us think about these things like flashbacks that are important because they give out background information that the present doesn't, while juxtaposition in the film works as a good case of severe mood whiplash, stopping the audience from feeling too bad when things get really hard.