

Self-directed Clarifying Activity – Assessment Type 1: Text Analysis - Novel Study

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

- 1. Please use the following Stage 1 Literacy for Work and Community Life 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).**

Performance Standards for Stage 1 Literacy for Work and Community Life

	Knowledge and Understanding	Application	Communication
A	Recognises and understands the ways in which familiar and unfamiliar texts are constructed for specific purposes and audiences.	<p>Locates and/or selects highly relevant information from a range of appropriate sources, including through the use of information and communication technologies.</p> <p>Identifies and analyses a variety of structural and language features of a range of familiar and unfamiliar texts.</p> <p>Produces effective written, oral, and/or multimodal texts for everyday purposes.</p>	<p>Uses a range of appropriate written and oral language skills and forms, and an appropriate register, to interact effectively with others in familiar and unfamiliar situations.</p> <p>Conveys simple and complex ideas, using a range of forms, with appropriate structural and language techniques, including accurate grammar, spelling, and syntax.</p> <p>Communicates ideas, using coherent written and oral language skills, and vocabulary appropriate to a wide range of situations.</p>
B	Recognises and understands the ways in which familiar and some unfamiliar texts are constructed for specific purposes and audiences.	<p>Locates and/or selects relevant information from a range of sources, including through the use of information and communication technologies.</p> <p>Identifies and analyses a variety of structural and language features of several familiar and some unfamiliar texts.</p> <p>Produces written, oral, and/or multimodal texts for everyday purposes.</p>	<p>Uses appropriate written and oral language skills and forms, and a mostly appropriate register, to interact effectively with others in familiar and some unfamiliar situations.</p> <p>Conveys ideas, using a range of forms and appropriate structural and language techniques, including mostly accurate grammar, spelling, and syntax.</p> <p>Communicates ideas, using mostly coherent written and oral language skills, and vocabulary appropriate to different familiar and unfamiliar situations.</p>
C	Recognises and understands the ways in which a small range of familiar texts have been constructed for specific purposes and audiences (e.g. interprets information from tables, charts, and other graphical texts, using a range of sources, including brochures, memos, and the Internet).	<p>Locates and/or selects mostly relevant information from different sources, including through the use of information and communication technologies (e.g. accesses a range of information resources or services to support learning, such as the Internet, library catalogues, databases, and news services).</p> <p>Identifies and analyses different structural and language features of a small range of familiar and unfamiliar texts (e.g. reads a range of texts such as formal letters, brochures, SMS, and MSN, noting differences of presentation and layout).</p> <p>Produces a range of short written, oral, and/or multimodal texts for familiar everyday purposes (e.g. writes a factual text, such as a job history, as part of a job application, following organisational guidelines).</p>	<p>Uses mostly appropriate language skills and forms, with some use of an appropriate register, to interact effectively with others in familiar situations (e.g. participates in a small group discussion to share an opinion on a subject of interest to the group).</p> <p>Conveys simple ideas, using different forms and mostly appropriate structural and language techniques, with some grammatical and spelling mistakes (e.g. gives clear, sequenced instructions of several steps, such as how to use eBay).</p> <p>Communicates ideas, using mostly coherent written and oral language skills, and vocabulary appropriate to different familiar situations (e.g. uses punctuation as an aid to understanding, expresses own opinion, and elicits the opinion of others in a casual conversation).</p>
D	Identifies the general purpose and intended audience of some simple, familiar texts.	<p>Identifies information with some relevance from one or more sources, which may include the use of information and communication technologies.</p> <p>Identifies and describes a restricted number of structural and/or language features of a small range of familiar texts.</p> <p>Produces part of a text for a familiar everyday purpose.</p>	<p>Uses a narrow range of language skills when working with others, and recognises some register differences according to specific situations.</p> <p>Conveys simple ideas, using one or more forms, with some inaccuracies in grammar, spelling, and syntax.</p> <p>Communicates simple ideas, using a narrow range of written and oral language skills, with some appropriate vocabulary.</p>
E	Identifies the general purpose of a short, familiar, straightforward text.	<p>Identifies limited information from one source that may or may not be relevant.</p> <p>Identifies a structural or language feature of a highly accessible, familiar text.</p> <p>Produces an aspect of a highly familiar everyday text.</p>	<p>Uses limited language to respond to others, with limited awareness of an appropriate register.</p> <p>Conveys an idea in one form, with frequent inaccuracies in grammar, spelling, and syntax.</p> <p>Communicates an idea, using limited written and oral language skills and a limited vocabulary.</p>

STAGE 1 LITERACY FOR WORK AND COMMUNITY LIFE
ASSESSMENT TYPE 1: TEXT ANALYSIS
TASK

Novel Study: “Raw” by Scott Monk

Your task:

Select **one** of the following topics:

1. Brett is affected by several people he meets while staying at The Farm. Who are these people and how do they help Brett to change?
2. Do you think Brett is a realistic (believable) character? Explain why you think so.
3. Pretend that you are Josh and write a letter to Brett, giving him some advice for the future. Remember to refer to some of the mistakes Brett made during his stay on The Farm.
4. Pretend that you are Brett, serving your last few months at a juvenile detention centre in Sydney. Write home to your mother and tell her about your experience at The Farm.

Assessment Conditions:

- This is an individual written task.
- 500 words maximum typed up in Arial, font size 10.
- The word count must appear at the bottom of your writing.

Assessment design criteria and specific features:

- KU1 Recognition and understanding of the ways in which texts are constructed for specific purposes and audiences.
- A2 Identification and analysis of different structural and language features of texts.
- C2 Use of appropriate structural and language techniques, including grammar, spelling, and syntax, to convey ideas in texts.

Student Work Sample

STAGE 1 LITERACY FOR WORK AND COMMUNITY LIFE

ASSESSMENT TYPE 1: TEXT ANALYSIS

STUDENT RESPONSE

Novel Study: "Raw" by Scott Monk

In the novel, "Raw", the main character, Brett, he was sent to a detention centre by the police for breaking into the shops and stealing drinks and smokes. While Brett is at The Farm, he meets several people, such as Sam, Josh, Caitlyn, Rebecca and Tyson.

The author, Scott Monk, creates characters through good descriptions and interesting relationships between characters. For example, the dialogue between Brett and Caitlyn. The author also makes it interesting for the reader by describing in detail the setting of the farm and the characters' feelings.

Brett meets Sam for the first time when he came to The Farm in the back of the paddy wagon. Brett was rude to Sam because he didn't want to shake his hand when he was getting out of the back of the paddy wagon. Brett didn't want to co-operate with Sam because he had to do kitchen duties. He threw away the clipboard and said, "no way, I'm not doing these", and walked off. Sam shows that he cares for Brett because he let him take his Ute and drive it to Caitlyn's house and drop her off because he trusted him.

Brett meets Josh while he is on The Farm. Josh was a good influence on Brett because he showed Brett that Josh turned his life around. Brett could not understand why anyone would stay at The Farm if they didn't have to. Josh has been living on The Farm for three months because he had committed a crime. Now Josh just stays at The Farm and in return he helps around on The Farm with chores. The two of them did not get along at the start because Brett was going through Josh' stuff without asking and Josh caught him and asked, "What are you doing in my room?" Brett said, "I was looking for a tissue." They became friends after the horse ride, because they had to ride at the back and had time to talk to each other.

Caitlyn is Brett's girlfriend. She gives him a reason to stay at The Farm and change his life. She is strong-willed. She does not want Brett buying her food at the rodeo or defend her in the take away-shop. Caitlyn had a good influence on him, because she begged him to walk away from the fighting with her father. He always used to use his fists in fights, but now Caitlyn has put some sense into him by just walk a way. She says to him, "I love you Brett, that doesn't mean I have to sleep with you ". Caitlyn doesn't allow Brett to Bully her. He learns to respect her strong opinions.

Rebecca is Brett's ex-girlfriend and he sees her at the rodeo with one of the rodeo riders. Brett was having a fight with Caitlyn on one of the nights because she didn't want to have sex with him and he was angry, so he drove off into town to get drunk and he had met up with Rebecca, just so he could hurt Caitlyn.

In the end Brett has become friends with most of the people he met and they changed him in one way or another. When Brett leaves The Farm, he is a better person.

(520 words)