

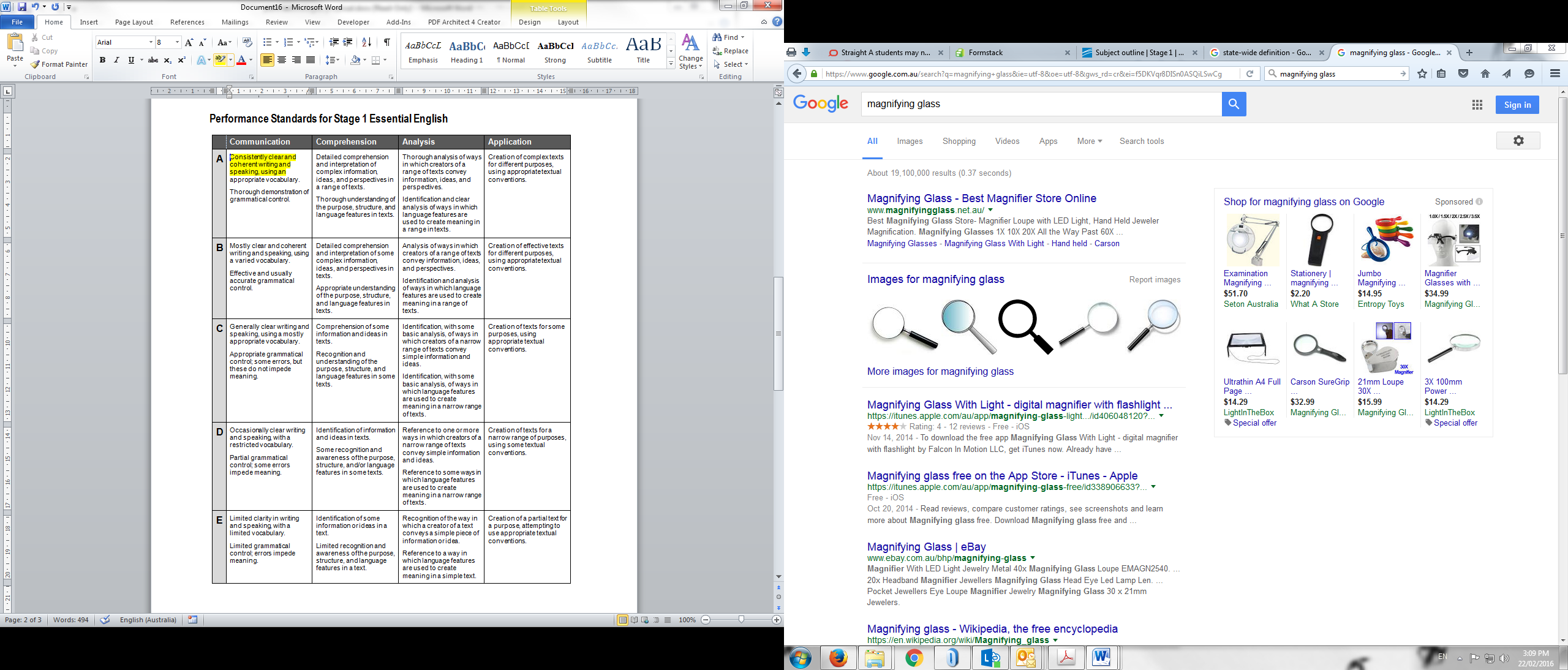
View the performance standards, assessment task

and student work on the

following pages.

Performance Standards for Stage 1 English

Performance Standards for Stage 1 English Consider using the MS Word highlight tool to highlight the performance standards as you make your assessment decision.



| - | Knowledge and Understanding | Analysis | Application |
| --- | --- | --- | --- |
| A | Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| B | Knowledge and understanding of ideas and perspectives explored in a range of texts.  Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  Analysis of how language features, stylistic features, and conventions influence readers in various text types.  Analysis of intertextual connections between different texts. | Mostly fluent and precise writing and speaking.  Use of accurate language features, stylistic features, and conventions for a range of audiences and purposes.  Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| C | Knowledge and understanding of ideas and some perspectives explored in a range of texts.  Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis of purpose, audience, and context and how they shape meaning.  Description, with some analysis, of how language features, stylistic features, and conventions influence readers in some text types.  Description, with some analysis of intertextual connections between different texts. | Generally fluent and accurate writing and speaking.  Use of language features, stylistic features, and conventions appropriate for familiar audiences and purposes.  Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| D | Reference to simple ideas explored in texts.  Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Identification of the purpose, audience, and context of texts.  Reference to some ways in which conventions and language features influence readers in some text types.  Recognition of similarities and or differences between texts. | Some control and fluency of expression.  Use of some language features and conventions appropriate for audience and purpose.  Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| E | Identification of an idea in a text.  Recognition of a restricted range of language features used by authors.  Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Reference to the purpose and audience of a text.  Recognition of a way in which language features influence readers in a text type.  Recognition of a connection between texts. | Emerging development of control of expression.  Emerging use of some language features appropriate for audience and/or purpose. |

**Assessment Task**

**Assessment Task 3- Intertextual Study**

**TASK**

*To complete the Intertextual Study, you need to find a novel that interests you from the suggested text list.*

*Your first text will influence what you choose for your second as you will be required to analyse the relationships between the two texts. Your second text could be a film, play, poem, novel, magazine or newspaper article.*

*You are required to produce a* ***written response*** *which interprets each text and makes connections between them. Your Intertextual Study should be a* ***maximum of 1,000 words****.*

*In order to successfully complete this task you should consider the following:*

1. Choose your first text by the end of Week 1, Term 1.
2. Read your first text.
3. While you are reading, create a portfolio documenting themes, techniques, characters, settings, your responses to key scenes or events and research on the text from books and online.
4. Complete your first text by Friday, Week 5.
5. Choose your second text and aim to complete it by Friday, Week 9.
6. Continue with your portfolio for the second text. This time ensure that you also draw comparisons to the first text.
7. Draft and edit your essay and submit by Friday, Week 11.
8. Read feedback, apply adjustments, further proofread and edit.

**Assessment Design Criteria**

**Knowledge and Understanding**

KU1 Knowledge and understanding of ideas and perspectives explored in texts.

KU2 Knowledge and understanding of language and stylistic features and

conventions to make meaning.

**Analysis**

An2 Analysis of how language and stylistic features and conventions are interpreted

by readers.

An3 Analysis of intertextual connections.

**Application**

Ap1 Precision, fluency, and coherence of writing and speaking.

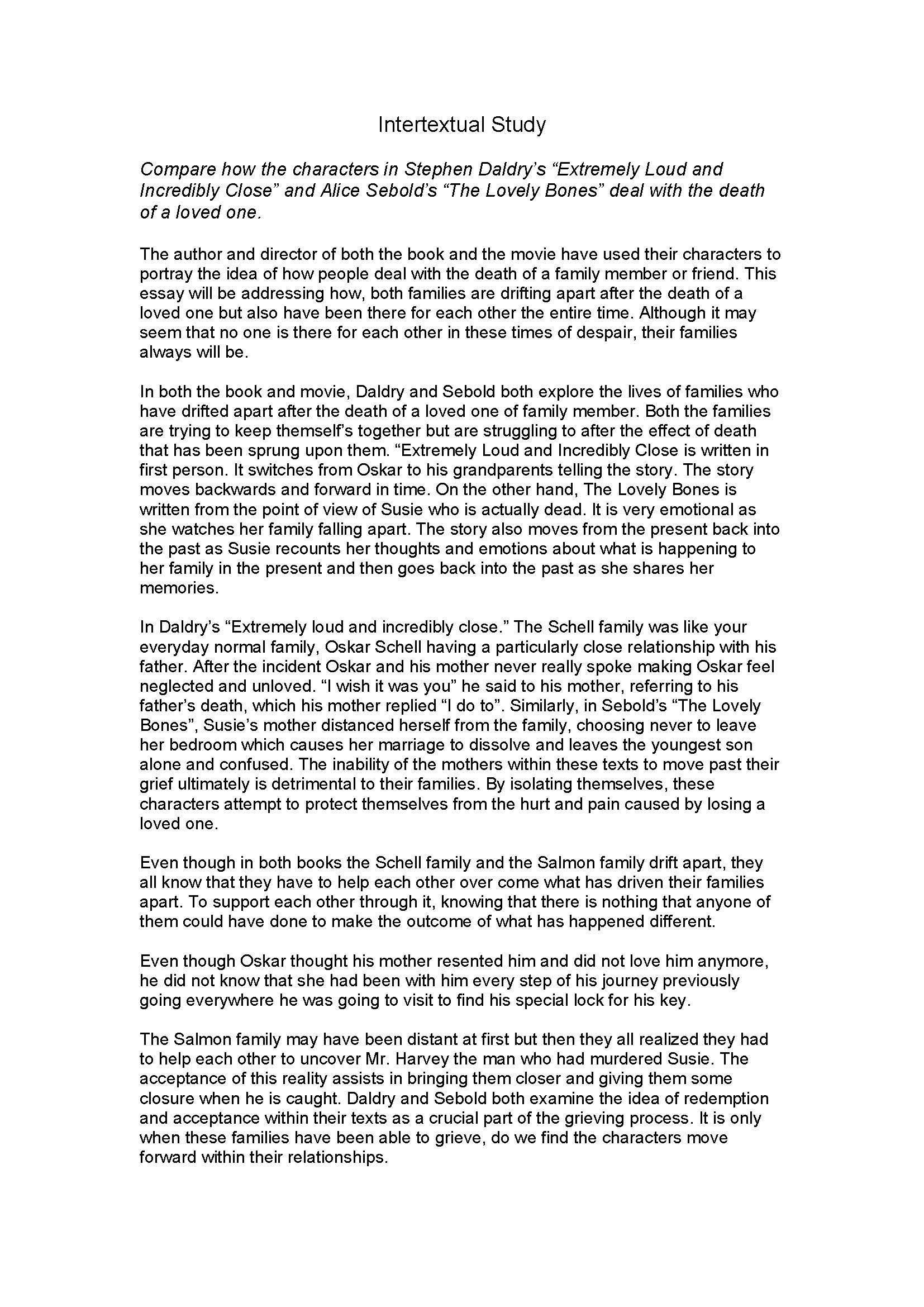
Ap2 Use of appropriate language and stylistic features and conventions for a range

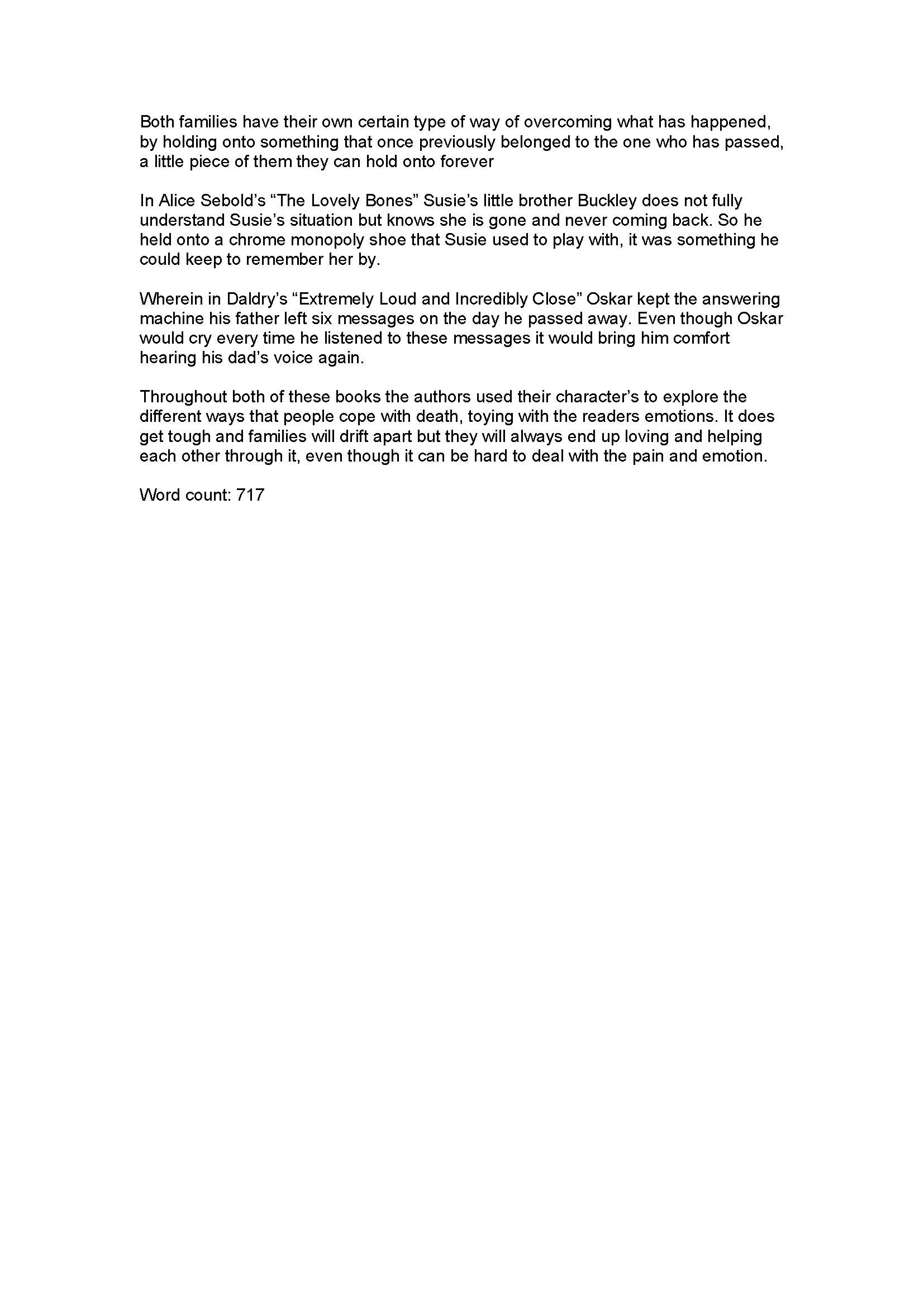
of audiences and purposes.

Ap3 Use of evidence from texts to support conclusions, with textual references

incorporated in responses.

**Student Work**

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