

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

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.

- 1. Please use the following Stage 1 English Pathways performance standards to determine a grade for the student work sample on pages 6 and 7.**

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 English Pathways

	Knowledge and Understanding	Analysis	Application	Communication
<b>A</b>	<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>B</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>
<b>C</b>	<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>
<b>D</b>	<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>
<b>E</b>	<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 2: TEXT PRODUCTION**  
**Narrative writing**

**Purpose**

To write a narrative that involves you as the central character who faces either of the following

- a *conflict/problem* with a resolution or
- an internal *conflict* such as a phobia.

**Description**

We will read and discuss models of narrative writing in class. We will also read and discuss narratives written by student in other schools to discover how voice, perspective, and meaning differ for different people. You then need to write your narrative which should demonstrate

- A knowledge and understanding of the techniques used by writers to create narratives.
- Be fluent and precise with attention to accuracy and clarity
- Use appropriate language to convey your meaning.
- The reader must clearly understand the target audience.
- Concise and direct sentence structure.

**Assessment conditions**

A written text up to 800 words. You have three weeks to complete the task and are expected to draft and edit the piece of writing to a publishable standard. You have access to your school laptops to write this piece.

**Audience**

Decide on the age and interest of the audience and indicate this at the end of your narrative. It must be a larger group, such as the readers of a school magazine or a class newspaper.

**Narrative**

*Definition*

Narrative writing tells a story. Narratives usually present characters involved in some action or conflict. Narrative writing aims to entertain the reader but can also seek to inform or challenge the reader. Narrative writing must be factual and based on an event or memory that is personal to you.

*Structure*

Narratives typically include:

- orientation (who, where, when)
- complication (need for action)
- resolution (response by characters)

Language must be used to create character voice, but doesn't use colloquial speech or slang, and the story told can be linear, use flashbacks or include multiple plots.

Narratives must have fluency, structure and reason behind the sentences and language you use.

## Assessment Design Criteria

### **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 The use of a range of appropriate language techniques to convey thoughts and ideas in both familiar and unfamiliar contexts.
- Ap2 The 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 The use of reading, viewing, writing, listening, speaking, and ICTs to produce a range of texts.

# Student Work Sample

# *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.

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.