

## **Self-directed Clarifying Activity – Assessment Type 1: Text Production – Stories of Survival**

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

### **1. Please use the following Stage 1 English as a Second Language performance standards to determine a grade for the student work sample on pages 5 and 6.**

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 as a Second Language

	Knowledge and Understanding	Analysis	Application	Communication
<b>A</b>	<p>Comprehensive knowledge and sophisticated understanding of ideas in texts.</p> <p>Comprehensive knowledge of the relationship between contexts and texts.</p> <p>Thorough knowledge and understanding of the ways in which texts are composed for specific purposes and audiences.</p>	<p>Comprehensive analysis of the relationship between the purpose, structure, and language features of a range of texts.</p> <p>Highly effective location, recording, analysis, and synthesis of ideas, information, and opinions from a range of texts.</p>	<p>Comprehensive selection and use of information from a range of sources.</p> <p>Comprehensive use of text-appropriate language features to make meaning.</p>	<p>Consistently clear and coherent writing and speaking, using a sophisticated vocabulary.</p> <p>Appropriate use of language to convey mostly complex meaning in a range of unfamiliar and familiar contexts.</p> <p>Fluent use of interpersonal language to sustain spoken interaction.</p>
<b>B</b>	<p>Well-considered knowledge and informed understanding of ideas in texts.</p> <p>Detailed knowledge of the relationship between contexts and texts.</p> <p>Effective and considered knowledge and understanding of the ways in which texts are composed for specific purposes and audiences.</p>	<p>Effective analysis of the relationship between the purpose, structure, and language features of a range of texts.</p> <p>Effective location, recording, analysis, and synthesis of ideas, information, and opinions from a range of texts.</p>	<p>Effective selection and use of information from a range of sources.</p> <p>Effective and considered use of text-appropriate language features to make meaning.</p>	<p>Usually clear and coherent writing and speaking, using a sound vocabulary.</p> <p>Appropriate use of language to convey both complex and simple meaning in a range of familiar, and some unfamiliar, contexts.</p> <p>Effective use of interpersonal language to sustain spoken interaction.</p>
<b>C</b>	<p>Considered knowledge and understanding of some ideas in texts.</p> <p>Appropriate knowledge of the relationship between contexts and texts.</p> <p>Some considered knowledge and understanding of the ways in which texts are composed for specific purposes and audiences.</p>	<p>Appropriate analysis of the relationship between the purpose, structure, and language features of a range of texts.</p> <p>Appropriate location and recording, and occasional analysis and synthesis, of ideas, information, and opinions from some texts.</p>	<p>Appropriate selection and use of information from a limited range of sources.</p> <p>Some considered use of text-appropriate language features to make meaning.</p>	<p>Generally clear and coherent writing and speaking, using an appropriate vocabulary.</p> <p>Appropriate use of language to convey simple meaning in a narrow range of familiar and unfamiliar contexts.</p> <p>Appropriate use of interpersonal language to sustain spoken interaction.</p>
<b>D</b>	<p>Some recognition and understanding of ideas in texts.</p> <p>Some awareness of the relationship between contexts and texts.</p> <p>Some recognition and awareness of the ways in which texts are composed for specific purposes and audiences.</p>	<p>Partial recognition of the relationship between the purpose, structure, and language features of a range of texts.</p> <p>Some location, recording, and description of ideas, information, and/or opinions from some texts.</p>	<p>Partial selection and use of information from a narrow range of sources.</p> <p>Partial use of text-appropriate language features to make meaning.</p>	<p>Occasionally clear and coherent writing and speaking, using a restricted vocabulary.</p> <p>Occasionally appropriate use of language to convey simple meaning in familiar contexts.</p> <p>Basic use of interpersonal language to sustain spoken interaction.</p>
<b>E</b>	<p>Limited recognition of ideas in texts.</p> <p>Limited awareness of the relationship between contexts and texts.</p> <p>Limited recognition or awareness of the ways in which texts are composed for specific purposes and audiences.</p>	<p>Limited recognition of the relationship between the purpose, structure, and language features of a range of texts.</p> <p>Attempted location and recording, and recount, of simple ideas or information from a text.</p>	<p>Limited selection and use of information from a narrow range of sources.</p> <p>Attempted use of text-appropriate language features to make meaning.</p>	<p>Limited clarity and coherence in writing and speaking, using a limited vocabulary.</p> <p>Occasionally appropriate use of language to convey literal meaning in highly familiar contexts.</p> <p>Attempted use of interpersonal language to sustain spoken interaction.</p>

## Stories of survival

### Text production

500 words

**Purpose: To write a recount**

### Task - Recount

Students need to consider the stories of 'Survival' we have read and viewed this term, as well as their own stories or those of their parents. Using knowledge gained from this as well as class discussions on what it is that allows humans to fight against the odds in that moment where their lives are in the balance, students will write a fictional recount using the short stories/films as inspiration.

Yr 11 students: you will be required to do a brief commentary explaining the choices you made in terms of structure, style and language features - in relation to it being a recount.

### Language features:

- First person perspective strong personal voice, monologue
- Past tense, a single event
- Set the scene using descriptive language — try to captivate your audience.
- Use of dialogue, direct speech
- Use of senses to add detail and reveal feelings — sight, sound, smell, touch, taste
- Can describe action from different angles
- Use of humour, fear
- Can be real life experiences
- Thoughtful reflections, memories, insights, opinions
- Exploration of feelings and emotions and responses to events
- A twist at the end, self discovery, an insight, a judgment, an opinion, a solution

### Structure:

**Orientation** — gives some indication of where and when

**Sequence of events** — in order, using timing conjunctions

**Reorientation** — concluding comment

KU1	Knowledge and understanding of ideas, concepts and issues in texts.
KU3	Knowledge of ways that texts are composed for specific purposes
An1	(Yr 11 only) analysis of structure, language features and purpose
AP2	Language features to make meaning
C1	Consistent writing to make meaning
C2	Grammatical control.

# Student Work Sample

## On the titanic

The most tragic moment of my life was at 11:40 on April 14th 1912, when the Titanic struck the iceberg was in bed but still awake. I immediately heard the smash and suddenly all the lights went off I couldn't see anything at all. A few minutes later an assistant on the ship knocked on our door and told us to get up and get dressed quickly and to then put on life jackets and to go on the boat deck and we did. The ship's assistant was trying to call out to the passengers that had locked themselves in for the night.

The elevators were not running. My mum and I ran so fast up to the boat deck and strangely everything was calm and orderly. There was an officer who was in charge. He announced "Women and children first," as he directed a life boat to be filled. The lowering of the lifeboat was 70 feet to the sea which was very dangerous. I think that it was the only time that I really got scared.

My mum and I were some of the lucky ones that got to get in the lifeboats we felt happy because we were kind of safer then where we were before but on the other hand scared for the other passengers that were still on the titanic, who were getting thrown or falling into the water which was about -28 degrees all I could hear were voices screaming and crying everywhere.

I fell asleep on the lifeboat because I was tired we had been on the lifeboat for a few hours, when I woke up it was daylight and we were just about to approach the ship Carpathia. Everyone was so excited and couldn't wait to get on it and be safer than we were. Those who didn't get saved were left behind some had more than likely died.

When we got back to shore I was so excited but sad at the same time. We were getting off the Carpathia and I was thinking back at what I had left behind all my belongings I only had my clothes that I had to quickly change into before the bombastic, adventurous and frosty night had hit. I also had left a lot of friends that my mum and I had met while on the ship. I still haven't got into contact with them after all these years. I hope that everything has gone well with them and that one day I can see them again.

This titanic experience was one that I will never forget. Something that I can tell my children when they are older, something that I went through and pray that my children will never have to experience something like this.

In conclusion it was a terrifying moment in my life but I'm happy that my mum and I saved ourselves and were lucky to see our family again.

## COMMENTARY

For my recount i chose to write it on the titanic, when it had hit the iceberg, in 1912 on the 14<sup>th</sup> April at 11:40PM. This Titanic incident had struck it was one of the stories most talked about all over the world.

For my recount the language features that I used were that it was in past tense, I used conjunctions, it was a fictional recount but the titanic was based on a true story. I wrote it in a first person perspective.

My opinion towards this recount is that it made me think back to the time when this terrible accident actually happened when the whole world was talking about it. It made me shiver knowing that back in 1912 many and many of people lost their lives when they were on the titanic wanting to enjoy their lives but then they had to end it with a terrible upset. It has been already 100 years ago that the titanic broke in half.

I enjoyed retelling a story that had to do with the titanic. Writing this recount made me feel as if I was one of the passengers on that ship but being one of the lucky ones to survive.