



# Essential English A

**Quality assessment tasks and annotations**

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## 1. ACKNOWLEDGEMENTS

The Board of Senior Secondary Studies (BSSS) in partnership with teachers of English, mathematics, and science have developed a suite of materials to support school based and system moderation. The materials featured in this publication include:

- Quality assessment tasks informed by BSSS Quality Assessment Guidelines (QAG)
- Annotated student work samples using the BSSS Achievement Standards.

The quality assessment tasks, and annotated student work samples included in this publication have been quality assured by expert teachers in the subject.

I thank teachers involved in this project for their significant contribution. The ACT senior secondary system is richer for the development of these important teaching and learning resources.

Martin Watson  
BSSS Executive Director

## 2. RATIONALE

Our primary task is to work collaboratively to uphold the integrity of the ACT Senior Secondary Certificate for all ACT students. Working in unison, we can continue to strengthen the integrity of the ACT Senior Secondary Certificate by ensuring:

- curriculum is delivered as accredited
- comparability of unit and assessment grades within and across schools
- assessment aligns with Board endorsed Achievement Standards.

Quality assessment tasks and annotated student work samples make thinking and judgements explicit and visible for teachers. Quality assessment tasks and annotated student work samples provide a basis for teachers to develop a shared understanding of quality assessment and Achievement Standards in practice. Annotated student work samples ensure consistency in the allocation of grades across the system.

Quality assessment tasks and annotated student work samples support teachers to experience greater clarity about key aspects that will be taught. Providing opportunities for the collaborative development of shared understandings of Achievement Standards, through the use of annotations and dialogue will create consistency in judgements within standards-referenced assessment systems. Achievement Standards without exemplification can be open to different interpretations among teachers, parents, and the wider community.

Provision of quality assessment tasks is intended to support teachers by providing examples for reference. They are not intended to provide rigid guidelines to restrict the nature and variety of assessment tasks being developed in schools.

It is envisaged that the development of quality assessment tasks and annotated student work samples is expanded to encompass most learning areas.

*Australian Curriculum P-10* has exemplars online illustrating the levels of student work that is expected along with annotations showing why it is at the level. BSSS quality assessment tasks and annotated student work samples compliment *Australian Curriculum P-10* exemplars, in turn, creating a complete continuum of learning expectations in English, science and mathematics from P-12.

### 3. SIGNIFICANCE

The benefits of provision of quality assessment tasks and annotated student work samples for students, teachers, principals, and the ACT senior secondary system are:

#### System

- supporting system-wide planning
- developing a consistent and shared language around assessment across the jurisdiction
- working collaboratively in course teams ensuring assessment strategy is aligned across the course and helping everyone with professional development, enhancing the integrity of the ACT Senior Secondary Certificate.

#### Students

- student work samples provide clarity of grade expectations and provide examples of higher order thinking skills
- students gain confidence in their own skills and in their relationships with their teachers when the assessments they must complete are aligned to the work they've done in class.

#### Teachers

- building capacity to enhance or change assessment tasks and the program of learning
- ensuring alignment between curriculum, pedagogy, and reporting
- maximising collaboration and sharing of knowledge to support the learning and development of all students.

#### Principals

- supporting school planning
- providing shared understanding between students and teaching staff as to what is required in assessment and reporting
- developing greater consistency of language around assessment and Programs of Learning across the school
- promoting diverse pedagogical approaches
- developing more robust assessment strategies for future assessments
- providing an opportunity for professional growth and sharing amongst peers.

### 4. HOW TO USE THE ANNOTATIONS DOCUMENTS

This document is design for practical application in schools and at system moderation. There are many approaches to assessment that meet requirements outlined in the BSSS Quality Assessment Guidelines. Quality assessment tasks within this document may inspire you, however, they are not intended to be interpreted as the only BSSS endorsed approach.

Expectations about the quality of knowledge and skills that students should have attained are represented by Achievement Standards. Achievement Standards without exemplification can be open to different interpretations. Student work samples within this document make the standard visible. Student work samples graded A and C are Board endorsed. This means that they are the official standard used to inform judgements on grading student work at a school and system level.

All tasks and assessment rubrics delivered in schools must be tailored to allow students to meet the expectations and cognitive demands of the course. This means developing assessment that enables students within your context and cohort to meet the Standard as articulated in the Achievement Standards in the given course.

When developing a suite of assessment tasks for a unit consider the following:

- curriculum coverage
- diversity of task types
- opportunities for students to demonstrate all knowledge, understanding and skills outlined in the Achievement Standards
- coverage of general capabilities and cross curriculum priorities

This document can be used to guide:

#### Teachers

- task development, particularly the creation of tasks that enable higher-order thinking and that elicit a spread of achievement from students
- design of marking rubrics and criteria
- benchmarking to the standard of how assessors determine grades, and the types of thinking associated with particular grades
- discussion with students/classes about what different quality responses look like

#### Head Teachers

- quality assurance of the assessment tasks and processes within your own faculty
- calibration of internal moderation processes
- support of new educators and preservice teachers
- examples of feedback to educators about quality of work and thinking
- examples of feedback to students

#### Principals

- professional conversations in your school about equity, quality assurance, and the quality assessment guidelines
- professional conversations about what it means to meet the Achievement Standards
- conversations with students and parents about what it means to meet the Achievement Standards
- supporting staff to undertake quality assurance and assessment processes

#### The ACT Senior Secondary System

- moderation discussion about quality assurance and the Achievement Standards
- discussion about the meeting of students' learning entitlement

**Achievement Standards for English A Courses – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses the effectiveness of text structures and language features used to achieve particular purposes and effects</li> <li>analyses how effectively details and examples are used to support main ideas and viewpoints in texts</li> <li>analyses how effectively ideas and information are represented in texts to engage and persuade an audience</li> <li>researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>reflects independently on their learning to extend and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>explains text structures and how language features are used to achieve particular purposes and effects</li> <li>explains how details and examples are used to support main ideas and viewpoints in texts</li> <li>explains how effectively ideas and information are represented in texts to engage and persuade an audience</li> <li>researches widely and independently, explains information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>reflects on their learning to develop and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>describes text structures and how language features are used to achieve purposes and effects</li> <li>describes how details and examples are used to support main ideas and viewpoints in texts</li> <li>describes how ideas and information are represented in texts to engage and persuade an audience</li> <li>researches and presents information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>reflects on their learning and adjusts their approach to thinking and learning</li> </ul>	<ul style="list-style-type: none"> <li>identifies text structures and some reference to how language features are used</li> <li>identifies some details and examples to support ideas in texts, with some reference to viewpoints</li> <li>identifies how some ideas and information are represented in texts with some reference to audience engagement</li> <li>researches information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately</li> <li>reflects on their thinking with some adjustment to their learning</li> </ul>	<ul style="list-style-type: none"> <li>identifies text structures and little or no reference to how language features are used</li> <li>identifies details in texts with little or no reference to examples and viewpoints</li> <li>identifies ideas and/or information in texts with little or no reference to audience engagement</li> <li>researches information for a range of purposes and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques</li> <li>reflects on their thinking with little or no adjustment to their learning</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>creates a variety of texts in different modes to effectively communicate considered ideas for different purposes, contexts and audiences</li> <li>creates texts using an appropriate selection of language features and text structures, to influence and engage particular audiences</li> <li>constructs a sustained and well-reasoned argument, selecting and integrating relevant information from target texts and wider research</li> <li>communicates ideas demonstrating clarity, fluency and accurate expression</li> </ul>	<ul style="list-style-type: none"> <li>creates a variety of texts in different modes to clearly communicate ideas for different purposes, contexts and audiences</li> <li>creates texts using a selection of language features and text structures, to influence and engage particular audiences</li> <li>constructs a sustained and logical argument integrating relevant evidence and examples from target texts and wider research</li> <li>communicates ideas demonstrating clarity and accuracy of expression</li> </ul>	<ul style="list-style-type: none"> <li>creates texts in different modes to present ideas for different purposes, contexts and audiences</li> <li>creates texts using a variety of language features and text structures, with consideration of audience</li> <li>presents a logical argument supported by relevant evidence and examples</li> <li>communicates ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>creates texts for different purposes for particular contexts or audiences</li> <li>creates texts using language features and text structures, with some consideration of audience</li> <li>presents an argument using some relevant evidence and examples</li> <li>communicates ideas with uneven expression</li> </ul>	<ul style="list-style-type: none"> <li>creates different texts with little or no reference to purpose, context or audience</li> <li>creates texts using a few basic language features and text structures, with some consideration of audience</li> <li>presents ideas or an opinion with little or no reference to evidence and examples</li> <li>expresses ideas without clarity</li> </ul>

## Achievement Standards for English A Courses – Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses the effectiveness of text structures and language features used to achieve particular purposes and effects</li> <li>analyses how effectively details and examples are used to support and develop authorial viewpoints in texts</li> <li>analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience</li> <li>researches widely and independently, analysing and interpreting information and diverse viewpoints for a wide range of purposes, applying the principles of academic integrity</li> <li>reflects independently on their learning to extend and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>explains the effectiveness of text structures and language features used to achieve particular purposes and effects</li> <li>explains how effectively details and examples are used to support and develop authorial viewpoints in texts</li> <li>explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience</li> <li>researches widely and independently, explains information and viewpoints for a wide range of purposes, applying the principles of academic integrity</li> <li>reflects on their learning to develop and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>describes how text structures and language features are used to achieve particular purposes and effects</li> <li>describes how details and examples are used to support and develop authorial viewpoints in texts</li> <li>describes how perspectives and ideas are represented in texts to engage and persuade an audience</li> <li>researches and explains information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>reflects on their learning and adjusts their approach to thinking and learning</li> </ul>	<ul style="list-style-type: none"> <li>describes text structures, with some reference to language features</li> <li>describes how details and examples support are used in texts with some reference to authorial viewpoints</li> <li>describes perspectives and ideas in texts with some reference to audience engagement</li> <li>researches and describes information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately</li> <li>reflects on their thinking with some adjustment to their learning</li> </ul>	<ul style="list-style-type: none"> <li>identifies text structures with little or no reference to language features</li> <li>identifies details from texts with little or no reference to authorial viewpoints</li> <li>identifies perspectives and ideas in texts with little or no reference to audience engagement</li> <li>researches information and presents ideas using inconsistent and attempting to apply the principles of academic integrity through inaccurate referencing techniques</li> <li>reflects on their thinking with little or no adjustment to their learning</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>creates a variety of texts in different modes to convincingly communicate considered ideas and concepts for different purposes, contexts and audiences</li> <li>creates texts using an original and evocative selection of language features and text structures, to influence and engage chosen audiences</li> <li>constructs a compelling and sustained argument supported by comprehensive, relevant evidence and examples from target texts and wider research</li> <li>communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression</li> </ul>	<ul style="list-style-type: none"> <li>creates a variety of texts in different modes to effectively communicate considered ideas and concepts for different purposes, contexts and audiences</li> <li>creates texts using an effective selection of language features and text structures, to influence and engage chosen audiences</li> <li>constructs a sustained and coherent argument integrating relevant evidence and examples from target texts and research</li> <li>communicates ideas demonstrating some logic, clarity and accuracy of expression</li> </ul>	<ul style="list-style-type: none"> <li>creates texts in different modes to communicate ideas and concepts for different purposes, contexts and audiences</li> <li>creates texts using a selection of language features and text structures intended to influence and engage audiences</li> <li>presents a coherent argument supported by relevant evidence and examples from target texts</li> <li>communicates ideas accurately</li> </ul>	<ul style="list-style-type: none"> <li>creates texts for different purposes, with some reference to contexts and audiences</li> <li>creates texts using language features and text structures for an effect with some consideration of audience</li> <li>presents an argument using some evidence and examples from target text</li> <li>communicates ideas with some accurate grammar and simple paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>creates different texts with little or no reference to purpose, context or audience</li> <li>uses language features in texts with little or no consideration of audience</li> <li>presents ideas or an opinion with little or no reference to evidence and examples</li> <li>expresses ideas in sentences fragments and attempts simple paragraphs</li> </ul>

ASSESSMENT ONE

Y11 IN-CLASS LITERARY  
ESSAY

Cover art and internal art:  
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RESPONDING TASK – IN-CLASS TEST	
Course:	Essential English A
Unit:	Unit 3: Understanding Perspectives
Year Group:	12
Assessment Conditions:	<ul style="list-style-type: none"> <li>• 2 hours</li> <li>• Open book: you may bring in any notes taken in class over the term on paper</li> <li>• In-class under Test Conditions</li> <li>• Meet the word requirements (10% under/over)</li> <li>• Write in <b>formal</b> style (do not use “I”), using structured paragraphs</li> </ul>
Prior learning:	Students have explored the Holocaust and its effects on individuals. We have explored extracts from three different literary response to these events: the memoir <i>If This Is A Man</i> , by Primo Levi, <i>The Diary of Anne Frank</i> and the graphic novel <i>Maus</i> by Art Spiegelman. The readers understanding of the events of the Holocaust are shaped by the type of text and by the perspective of the author.
<p><b>Task Summary:</b></p> <p><i>The original task was formatted with spaces and lines to guide students in volume of content.</i></p> <p><b>Task: Answer all of the following questions in clear paragraphs of 150-200 words</b></p> <p>1. <i>Is This A Man</i> (Primo Levi 1947)</p> <p>Primo Levi was driven by what he saw as a “moral duty’ to communicate the horrors of the Holocaust and the way that the Nazi’s dehumanised their victims.</p> <p><b><i>How does Primo Levi demonstrate that the victims of the Holocaust were dehumanised by their treatment? Give at least three examples from the text and explain why these are important.</i></b></p> <p>2. Based on <i>The Diary of Anne Frank</i> extract of Wednesday, 3 May 1944</p> <p>Read the extract provided, then answer the following question</p> <p><b><i>When Anne Frank wrote her diary, she was isolated from the harshest realities of the Holocaust. What is her view of war and human nature and how is this shaped by her isolation?</i></b></p> <p>Your response must include direct evidence from this extract, but could include additional evidence from the other extracts provided in class.</p> <p><b>Extract:</b></p> <p><b>Wednesday, 3 May 1944</b></p> <p>For the last two weeks, we've been eating lunch at eleven-thirty on Saturdays. From tomorrow, it'll be like that every day. That will be one meal less each day. It's still very hard to get vegetables. This afternoon we ate some bad cooked lettuce. Add some bad potatoes, and you have a meal fine enough for a king!</p> <p>I haven't had my period for more than two months, but it finally started last Sunday. Although it's a trouble and a mess, I'm glad.</p> <p>You can imagine we often say, 'Why are there wars? Why, oh why, can't people live together peacefully?'</p> <p>No one can give a really good answer. Why is England making bigger and better aeroplanes and bombs, and at the same time also building new houses? Why do governments give millions each day for war, when they</p>	

spend nothing on medicine or poor people? Why must people go without food, when there are mountains of food going bad in other parts of the world? Oh, why are people so crazy?

It's not only governments who make war. No, the common man is guilty too! We give our governments the authority to do it. There's something in people that snakes them murder and kill. Unless all human beings change, there will still be wars.

I'm often sad here, but I still see our life in the Secret Annexe as an adventure. It's dangerous but exciting. I've decided that I want to live a different kind of life, not like other girls, and that I won't be an ordinary housewife. Living here is an interesting beginning to my life, and that's why I laugh at the amusing side of it, even when it's dangerous. I'm young, and I'm strong, happy and cheerful. I feel that I'm growing up more every day, and that the end of the war is not far away. Nature is still beautiful, and the people around me are good. Every day, I think what an interesting adventure this is! So why be sad or frightened?

### 3. *Maus* (Art Spiegelman 1991)

***How does Spiegelman humanise the victims of the Holocaust? What effect does it have by drawing the characters as animals and does this matter?***

Your response must include direct evidence from the text and give specific examples to support your point.

### 4. Literary Perspectives

***Do you think that these types of literary accounts of the Holocaust are important? Why or why not?***

Support your argument with direct evidence from the texts studied.

## LINKS TO BSSS ENGLISH COURSE

### Unit: Understanding Perspectives

- Content Descriptions

#### Use strategies and skills for comprehending texts including:

- distinguishing different points of view about the main ideas in texts
- identifying facts, opinions, supporting evidence and bias
- understanding the way attitudes and values are represented
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience

#### Consider how different perspectives and values are presented in texts including:

- the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts
- use of mediums, types of texts, text structures and language features
- the use of narrative techniques

Using information for specific purposes and contexts by:

- gathering different points of view
- categorising and integrating ideas and information about specific themes or ideas understanding ethical research practices

<ul style="list-style-type: none"> <li>understand ethical research practices</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies</li> <li>selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes</li> <li>developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing</li> </ul>	
Key concepts:	<p>This unit focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.</p>
Key ideas:	<ul style="list-style-type: none"> <li>examine the ways that points of view are presented in texts for different purposes and contexts</li> <li>understand how language choices persuade specific audiences</li> <li>create oral, written and multimodal texts that convey a point of view.</li> </ul>
Cross-curriculum priorities:	
General Capabilities:	<p>Literacy</p> <p>Critical and Creative Thinking</p> <p>Ethics, Personal and Social Capability</p>

<b>12 In-class Test</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
Analysis of text structures and language features for purpose and effect	analyses the effectiveness of text structures and language features used to present a perspective on the Holocaust	explains the effectiveness of text structures and language features used to present a perspective on the Holocaust	describes how text structures and language features are used to present a perspective on the Holocaust	describes text structures, with some reference to language features used to present a perspective on the Holocaust	identifies text structures with little or no reference to language features	R1
Analyses how effectively perspectives and ideas are presented to engage and persuade an audience	analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience	explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience	describes how perspectives and ideas are represented in texts to engage and persuade an audience	describes perspectives and ideas in texts with some reference to audience engagement	identifies perspectives and ideas in texts with little or no reference to audience engagement	R3
Creates well-structured and argued responses that are appropriate for the context	creates compelling short responses to effectively communicate considered ideas and concepts in clear, logically argued paragraphs in a testing context	creates considered short responses to communicate ideas and concepts in clear, well-structured paragraphs in a testing context	creates plausible short responses for different purposes, in well-structured paragraphs	creates short responses with an unclear message due to poor paragraph structure	creates short responses that lack clear meaning or structure but are relevant to the question	C1
Argumentative Structure in response to the question using textual evidence	constructs a compelling argument in a short response supported by well-chosen textual evidence from target texts and wide research	constructs a coherent argument in a short response integrating relevant textual evidence from target texts and wider research	presents a coherent argument supported by relevant textual evidence from target texts	presents an argument using some textual evidence from target text	presents ideas or an opinion with little or no reference to textual evidence	C3
Clarity, fluency and accuracy of expression	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating some logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs	C4

## EXAM ESSAY: EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
High	Student Engagement	High	Academic Integrity

## 1. Coverage of BSSS Accredited Courses: Outstanding

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

## COMMENTS

Clearly identifies Content Descriptions from the "Understanding Perspectives" unit indicating those that are most appropriate for this type of task.

## 2. Reliability: Outstanding

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

## COMMENTS

The questions direct students to engage with the knowledge, understanding and skills to be measured by the achievement standards. It clearly outlines the conditions for the task i.e., in- class time frame etc.. The marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e., evaluates, analyses etc.

## 3. Bias Awareness: Outstanding

Outstanding Bias Awareness – The suite of assessment tasks is strategically designed to be sensitive and empowering for all students, catering for the diverse needs of gender, socioeconomic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking

## COMMENTS

The task is appropriate to the context and subject and engages with core disciplinary skills. The context and questions do not tend to favour one group over another. The open-ended nature of the test question allows the expression of a wide variety of perspectives and provides scope for challenging key concepts.

### 4. Levels of Thinking: Outstanding

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

## COMMENTS

Higher Order Thinking is evident in this task in all questions. Students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision.

### 5. Student Engagement: High

High Student Engagement – Assessment tasks are thoughtfully planned to engage students. Assessment tasks are explicitly connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks supports student ownership.

## COMMENTS

In this task the open book conditions supports students in accessing formative learning experiences and provides a reassuring backstop for the more nervous students. The task breaks the analysis of the material covered in class into smaller chunks to support students with weaker skills and knowledge while providing scope with open ended questions for students with stronger skills. It has been designed with the BSSS unit Content Descriptions in mind. However, the level of engagement is more determined by task type than active student ownership, though the open-ended questions allow students to develop an individual argument in response.

### 6. Academic Integrity: High

High Academic Integrity - Academic integrity is discussed with students with expectations with respect to academic integrity and the consequences of cheating or plagiarising made clear. Assessment is designed to encourage original thinking from students and require individualised responses that will be different.

## COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. Students are encouraged to use textual references from the works and to cite these appropriately. The unseen questions promote original thought.

ANNOTATED STUDENT WORK C GRADE

1. *Is This A Man* (Primo Levi 1947)

**How does Primo Levi demonstrate that the victims of the Holocaust were dehumanised by their treatment? Give at least three examples from the text and explain why these are important.**

Levi demonstrated the dehumanisation and prosecution of the holocaust victims in a number of ways. He illustrated this through developing the surprise felt by prisoners, such as their lack of knowledge about the camps, the graphic dialogue and the psychological effects which the victims of Hitler experienced.

Levi writes about the surprise of the holocaust and how unexpected the terror was to European Jews. Although the existence of the camps were known of by the Jews, the extreme brutality and savagery of them was yet to be revealed. For example Levi writes: "In a moment, with almost prophetic intuition, the reality was revealed to us: we had reached the bottom. It is not possible to sink lower than this; no human condition is more miserable than this, nor could it conceivably be so" By reading this quote from *If This Is A Man* it is obvious that Levi did not understand the extent of the torture that would come from the camp, until he experienced the horrific genocide himself.

Levi demonstrates the level of dehumanisation perpetrated on himself and the other victims using simplicity and rawness of his language demonstrated through his words. For example, he wrote: "Nothing belongs to us anymore; they have taken away our clothes, our shoes, even our hair; if we speak, they will not listen to us, and if they listen, they will not understand. They will even take away our name: and if we want to keep it, we will have to find in ourselves the strength to do so, to manage somehow so that behind the name something of us, of us as we were, still remains" This quote alone is enough for Levi to get his message across by its use of simple, everyday objects juxtaposed to the horrors of having it all stolen away unfairly.

Question focuses on R1, C1, C3, C4 In that it asks for a well-argued references about an intended effect of the text on the reader.

C4 D; Malapropism-persecution is term intended. Communication lacks clarity and accuracy.

C1- B- A clear and informative set of sentences to introduce the ideas to come.

C4 D Punctuation -- student does not capitalise correctly here. Communication lacks clarity and accuracy.

C3 B - The quotation supports the proposition in the topic sentence. Levi's perspective as an 'every man' in this story could have been developed.

R1- B The student engages with the use of language to make a plausible proposition, the phrasing 'the level' in general terms rather than specific language that defines the level reached weakens the proposed argument.

C3- C The argument lacks coherence and logic, as the vocabulary is simple as proposed, the grammar is not simple. The diction and connotation is argued for, but not simplicity and rawness. The way that this choice is "raw" is not justified. "This quote alone" is too hyperbolic and is a poor choice of persuasive language for the proposition raised.

2. Based on *The Diary of Anne Frank* extract of Wednesday, 3 May 1944

**When Anne Frank wrote her diary, she was isolated from the harshest realities of the Holocaust. What is her perspective on war and human nature and how is this shaped by her isolation?**

Anne Frank understands in general what the war is and what is going on from listening to the radio in the annex, but she doesn't know enough to be much more afraid of the outside world. She has been shielded from the extreme brutality of the death camps by her hiding place. Her isolation gives her no insight into the experience of what is really going on, therefore her view of life is too optimistic.

R3 D; C1 D- This phrasing is too imprecise as it does not fully explain or justify or analyse the point about optimism. It is assertion not argument. The student likely wishes to discuss the dramatic irony or the tragedy of her innocence, but lacks the expressive ability to do so.

She talks about being young strong and happy which stems from her isolation and ability to have an imagination and focus on her world as it is. She able to think about people and life from a distance, and when she was rewriting her diaries as a manuscript she even thought about her own nature and thoughts.

C1 E This topic sentence does not progress the logic of the response. This answer would be better as one long paragraph as these two sentences do not clarify the points made in the first and final paragraphs of the response.

These are some questions that Anne asks herself "Why is England making bigger and better aeroplanes and bombs, and at the same

time also building new houses? Why do governments give millions each day for war, when they spend nothing on medicine or poor people? Why must people go without food, when there are mountains of food going bad in other parts of the world? Oh, why are people so crazy?"

C1 E The paragraph does not follow logically from question to proposition to evidence and has not conclusion. It is about 'The Diary' but its point is not complete or coherent.

Anne's questions cannot be answered. If Anne were to have these questions answered, she would need to have more information on the war and what is really happening for

countries to be doing these horrible things to people. Anne does not understand war without eyes to see the

war she will never understand it and what is happening to innocent people. If when she was writing about war

she knew about the truth of the camps and bombing, she might have been much more in favour of English building weapons.

C1 D Only with the final sentence does the intention of the three paragraph have limited clarity. The proposition is marginal and does not focus on the core issues of perspective in this text, the dramatic irony and the tragedy of the persecution of the innocent.

3. *Maus* (Art Spiegelman 1991)

**How does Spiegelman humanise the victims of the Holocaust? What effect does drawing the characters as animals have and does this matter?**

Spiegelman humanises the victims of the Holocaust and the characters in his book in a variety of different ways. He has them pictured as animals yet doing things that most humans do such as sitting down, walking around, communicating with other animals, yelling orders and even holding weapons. The victims are illustrated well and the animals he has chosen for the victims fit perfectly for the role they're playing.

C4 D; C1 D- This formulation lacks clarity and precision, better to list the ways to support the argument to come.

R3 D- This is not a well-chosen examination of the symbolism, low level identification and description. There are more profound features of the anthropomorphism than this.

Looking at his cartoons of mice you will notice they have very long faces and droopy eyes. Having these illustrations shows sorrow and despair in the victims faces.

R3 D- The choice of direct address assumes the reader's position as opposed to stating the student's perspective and justifying it in an argument.

Spiegelman's use of Jews as mice and Nazis as cats has good symbolism behind it. It all ties back to the old cat vs mice. Cats chasing mice around and terrorising them with their sheer size and power, as did the Nazis to the Jews. Also, the audiences naturally sympathises with the small cute mice and feel more sorry for them due to the fear and trouble they experience.

C3 D ;C4 D; R3 C- This is an attempt to describe the perspective. The evidence deployed is marginal to the point. The point's clarity would benefit from a more precise use of literary terms, e.g. symbolism, irony, connotation.

C3 B; C4 D; R1 C- The student cites literary technique with a lack of precision and implies the use of connotation. There is some useful evidence presented. However, an informal register and inaccurate use of punctuation weakens the point, e.g. period rather than semi-colon. It should also be "mice as Jews" -- the mice represent the Jewish people, not the Jews representing the mice!

R3 C This is a generalisation, again imposing the student's own reading onto the audience without clear and persuasive justification and argument.

**4. "There is often an unspoken trade-off in Holocaust books. We are curiously reading about the horrors, but we are also providing the service of remembrance." Ilana Bet-El**

**Do you think that these types of literary accounts of the Holocaust are important? Why or why not?**

The Holocaust is one of the biggest genocides and human tragedy known today. Accounts like this are extremely important. With a rising number of people and groups who deny the Holocaust, such as antisemitic politicians and the KKK, the USA Holocaust Museum outlines the growing denial, we should worry about it.

R3 A- Sound acknowledgement of context of the audience and the significance of the persuasive elements.

C3 B; C3 A- Coherent and concise proposition to introduce the argument.

The world without these works would be much worse and it would be easier for people to be ignorant about the Holocaust with stories that draw people's attentions. Accounts of the Holocaust are used to show people how bad the world can get and to teach us that war and death have negative effects on the evolution of the world. Reading just a few pages of Levi's book is this a man can help people understand the pain and heartbreak that events like this bring.

R1 C ;R3 C ;C4 D- Conflates 'accounts' and 'literary accounts' which have not the same thing. Needs to deal more with the literary aspect and the problem of historical fiction and the rhetorical strategies employed in the perspective on the history.

C1 C- This is a plausible, descriptive short response but it lacks nuance and literary insight.

If the brutal genocide was swept under the carpet a significant amount of the world's population would be in the dark and could potentially make the same mistake again. Actually, there have been genocides since then, like in Rwanda, and it shows even more how important it is to make sure people respect each other with books like these. To this day people will remember the holocaust and for many years to come. Accounts of the holocaust should be passed on through generations to come as a lesson in how to keep moving forward.

C3 C; R3 C- Explains a straightforward idea about the impact of ideas on society.

<b>RESPONDING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Analysis text structures and language features for purpose and effect	analyses the effectiveness of text structures and language features used to present a perspective on the Holocaust	explains the effectiveness of text structures and language features used to present a perspective on the Holocaust	describes how text structures and language features are used to present a perspective on the Holocaust	describes text structures, with some reference to language features used to present a perspective on the Holocaust	identifies text structures with little or no reference to language features
Analyses how effectively perspectives and ideas are presented to engage and persuade an audience	analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience	explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience	describes how perspectives and ideas are represented in texts to engage and persuade an audience	describes perspectives and ideas in texts with some reference to audience engagement	identifies perspectives and ideas in texts with little or no reference to audience engagement
creates well-structured and argued responses that are appropriate for the context	creates compelling short responses to effectively communicate considered ideas and concepts in clear, logically argued paragraphs in a testing context	creates considered short responses to communicate ideas and concepts in clear, well-structured paragraphs in a testing context	creates plausible short responses for different purposes, in well-structured paragraphs	creates short responses with an unclear message due to poor paragraph structure	creates short responses that lack clear meaning or structure but are relevant to the question
Argumentative Structure in response to the question using textual evidence	constructs a compelling argument in a short response supported by well-chosen textual evidence from target texts and wide research	constructs a coherent argument in a short response integrating relevant textual evidence from target texts and some wider research	presents a coherent argument supported by relevant textual evidence from target texts	presents an argument using some textual evidence from target text	presents ideas or an opinion with little or no reference to textual evidence
Clarity, fluency and accuracy of expression	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating some logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs

ANNOTATED STUDENT WORK C GRADE

1. *Is This A Man* (Primo Levi 1947)

Primo Levi was driven by what he saw as a “moral duty” to communicate the horrors of the Holocaust and the way that the Nazis dehumanised their victims.

**How does Primo Levi demonstrate that the victims of the Holocaust were dehumanised by their treatment? Give at least three examples from the text and explain why these are important.**

Primo Levi’s choice of stories to tell show they weren’t treated as people with rights and feelings. For example, he shows how their families were torn apart for no good reason, such as the twin experiments. He explains that all of their belongings were taken from them to be sold and to make money.

R1- C; R2- C; C3- D; C1-C- Topic sentence is linked to the question, and indicates a relationship between the author's choices in narrative structure and the impact on readers. These are support by plausible references to examples, but with minimal explanation.

Primo Levi demonstrates that the victims are being dehumanised by explaining how the Jews were treated in the camps. He explains that all their clothes are taken from them, all their hair was shaved, they were all made to wear the same clothes. They no longer had a name, as they were given a number. The Jewish people were no longer treated as people, they were all a bunch of numbers waiting to be killed.

R1- C; R3- B; C3- B; C1-C; The student makes some explanation of the impact of authorial choices of narrative features and imagery affects the reader. The paragraph has some effective use of structure and rhetoric, such as repetition and varying sentence length, to draw in the reader.

Primo Levi's experience of how people were treated he depicts as dehumanising people are treated like animals. People get selected, depending on whether they can work or not those who weren't chosen to work were killed, the Germans saw no use for them. For the people who were chosen to work were usually not fed and stuffed into housing with 20 other people. They are forced to work in the cold and were not provided blankets and jackets for the winter.

C4 D; R1 B- Inconsistent use of past and present tense in describing events of the past cited in the text, so lacks clarity and coherence. Explains the relationship between Levi's experiences and the text's perspective.

2. Based on *The Diary of Anne Frank* extract of Wednesday, 3 May 1944

**When Anne Frank wrote her diary, she was isolated from the harshest realities of the Holocaust. What is her view of war and human nature and how is this shaped by her isolation?**

Your response must include direct evidence from this extract, but could include additional evidence from the other extracts provided in class.

Anne like any young person wonders why, why is there war? There are so many people in the world that have the resources to help those in need all around the world, so why do so many people still suffer? Why do they fuel the fire, and make more weapons? It just doesn't make any sense, but she knows that, that's just how people are and that "Unless all human beings change, there will still be wars." she said. Anne being locked up in the secret annex keeps her hopeful for a future hopeful that the war will end soon.

C1 D; C3 E- The question is restated in the assertion that is disconnected from the previous statements. Anne's wondering is not presented as shaped by her isolation. The paragraph is not well structured with supporting argumentation.

War has changed Anne's life in many ways. At first it was small but noticeable changes like needing to move to a Jew only school in Amsterdam, so that the non-Jews and Jews could be educated separately. But she hopes that at the end of the war things will change and hopes that her future will hold more than just being a housewife. Being isolated opens Annes mind letting her explore different possibilities, views and opinions on things. Ann was thinking about new possibilities for after the war. That is what Anne was hanging on to, the hope that after the war people and their opinions can change.

C1 E; C3 E; R3 D - The point raised is not plausible. The segregation of education is a big change

C3 D; R3 E- This is an assertion relevant to the question that is unjustified nor clearly supported in a well-structured paragraph. Possessive apostrophe missing.

### 3. *Maus* (Art Spiegelman 1991)

*Maus*, unlike the first two texts, communicates through images as much as words.

***How does Spiegelman humanise the victims of the Holocaust? What effect does it have by drawing the characters as animals and does this matter?***

Your response must include direct evidence from the text and give specific examples to support your point.

Art Spiegelman uses human bodies with animal heads, and sometimes tails, to clearly show ethnicity, Jews are mice, Germans are cats and pigs are Polish. This technique makes is easy for the reader to follow what's happening and the people that the characters interact with and why they interact that way. Using the Cat and Mouse stereotype makes it clear that the cats are the ones in control and that the mice hide from them. By using the real people in the story as animals instead of real people softens the story makes it a bit easier to read because it seems to be easier to read about cats killing mice instead of humans killing humans. It is not so overwhelmingly sad.

C3 C; C4 -C; R3 C- The student comes to the point at the end of the paragraph rather than clearly structuring the response to be clear from the beginning. There is useful evidence, but it is not clearly targeted on the question with cohesive argumentation through the paragraph.

#### 4. Literary Perspectives

“There is often an unspoken trade-off in Holocaust books. We are curiously reading about the horrors, but we are also providing the service of remembrance.” Ilana Bet-El

***Do you think that these types of literary accounts of the Holocaust are important? Why or why not?***

Support your argument with direct evidence from the texts studied.

These types of literary and non-literary accounts of any type of history is very important.

Having multiple types of resources gives you more avenues to explore what really happened

and what was happening around the same time. We can learn about what were

the people going through how they were getting through it. We can know about

when it happened, what changes started to happen and the techniques that were

used. Things like diary entries show a very clear picture about what happens at

what times and how that affected the person doing the diary entries. Graphic

novels such as ‘Maus’ make the reading experience more of a visual thing as well.

Making the characters animals makes it a lot easier to take in because of the thing that happen, like, how can

humans line up other humans and kill them in the millions. Having different types of literacy accounts of the

holocaust are important so that we know what happened during that time.

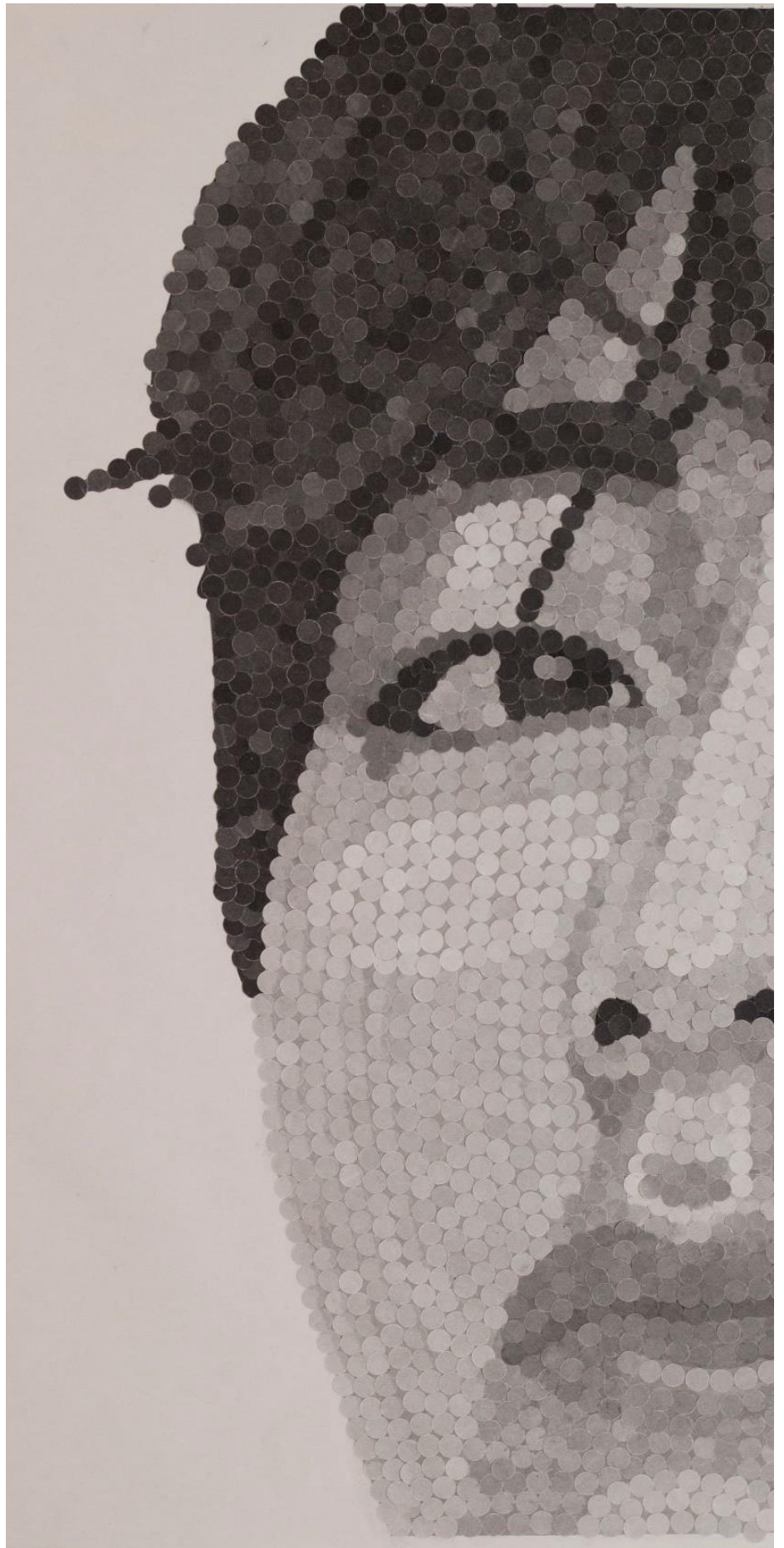
C3 B Clear topic sentence targeted on the question that supports the progress of the logic. Tense error.

C1 C; R3 C; C4 D- This is a plausible argument about multiple perspectives. The student is trying to get their point across but can't deploy language with sufficient specificity to distinguish literary accounts from historical or documentary accounts. The response is too short and undeveloped for the question's possibilities.

<b>RESPONDING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Analysis text structures and language features for purpose and effect	analyses the effectiveness of text structures and language features used to present a perspective on the Holocaust	explains the effectiveness of text structures and language features used to present a perspective on the Holocaust	describes how text structures and language features are used to present a perspective on the Holocaust	describes text structures, with some reference to language features used to present a perspective on the Holocaust	identifies text structures with little or no reference to language features
Analyses how effectively perspectives and ideas are presented to engage and persuade an audience	analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience	explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience	describes how perspectives and ideas are represented in texts to engage and persuade an audience	describes perspectives and ideas in texts with some reference to audience engagement	identifies perspectives and ideas in texts with little or no reference to audience engagement
creates well-structured and argued responses that are appropriate for the context	creates compelling short responses to effectively communicate considered ideas and concepts in clear, logically argued paragraphs in a testing context	creates considered short responses to communicate ideas and concepts in clear, well-structured paragraphs in a testing context	creates plausible short responses for different purposes, in well-structured paragraphs	creates short responses with an unclear message due to poor paragraph structure	creates short responses that lack clear meaning or structure but are relevant to the question
Argumentative Structure in response to the question using textual evidence	constructs a compelling argument in a short response supported by well-chosen textual evidence from target texts and wide research	constructs a coherent argument in a short response integrating relevant textual evidence from target texts and some wider research	presents a coherent argument supported by relevant textual evidence from target texts	presents an argument using some textual evidence from target text	presents ideas or an opinion with little or no reference to textual evidence
Clarity, fluency and accuracy of expression	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating some logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and spelling and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs

ESSENTIAL ENGLISH  
ASSESSMENT  
Y12 CREATIVE TASK

Cover art and internal art:  
Elesa Stellios 2019



CREATING TASK	
Course:	Essential English A
Unit:	Unit 3: Understanding Perspectives
Year Group:	12
Assessment Conditions:	Take Home Task/ In-class Rationale Value- 25% - Work- 15% Rationale 10%
Assessment focus:	Response to Schindler’s List (1993) dir. Steven Spielberg
Duration:	<p>Creative Work - Length Max- 800 words (for not written forms or poetry, length/size will be negotiated with teacher)</p> <p>Rationale – 600 words- In-class under test conditions with unknown prompt. No Notes. One hour. Also, in your rationale, if you used AI to assist you in your creative process in legitimate ways, explain its use. Make sure you know your text very well. Note that the rationale is heavily weighted in the rubric.</p> <p>Bibliography and textual references required</p> <p>Appendix of AI prompts and responses required if Generative AI used in planning.</p>
Academic Integrity Measures	<p>You must keep your planning notes and copies of the versions of your work as you move through the development of your work. If the teacher makes inquiries about your academic integrity, you can produce these multiple versions of your work as evidence of process.</p> <p>Even in a creative work, research may be necessary so a bibliography should be provided for any research undertaken and its use referenced. You may use a referencing system of your choice, but you must use it consistently to allow the tracing of the resources used.</p>
Legitimate Uses for AI	<ul style="list-style-type: none"> <li>- Suggesting initial story ideas of one line that you will expand on with your own characterisation and narrative choices.</li> <li>- Asking advice about accurate information for setting.</li> <li>- Simple editing of grammar and spelling. Word choices and grammar choices should not be changed by AI to improve style or conciseness, only corrections to make choices correct. E.g. “AI could you please correct errors in grammar and spelling in the following passage, but not make substantial change to style or vocabulary?”</li> </ul>

Prior learning:	Students have been investigating the Holocaust and examined written and AV texts about the Holocaust both fiction and non-fiction.
<p><b>TASK SUMMARY:</b></p> <p>You are to create a response to the film that explores the idea of choice and its consequences. Why do people act in the way that they do and what this tells us about us as human beings.</p> <p>Choose from one of the following options:</p> <p><b>Written Options</b></p> <ol style="list-style-type: none"> <li>1. Write a short story that involves a significant life choice as the central complication. Make sure you explore the perspectives on that choice and its possible consequences. Your story must contain the conventions of a short story structure by establishing setting, the development of a complication, a climax, and a resolution.</li> <li>2. Provide an account of a person in the setting of the film that explains why they made a significant life choice.</li> <li>3. Write a conversation between Schindler and Stern and develop their perspective exploring the significant life choices that they made in the text.</li> <li>4. Propose your own creative project</li> </ol> <p><b>Non-Written Options</b></p> <ol style="list-style-type: none"> <li>5. Create an artwork that develops a clear perspective by exploring a significant life choice and its consequences. This could be a drawing, painting, sculpture, or AV artefact.</li> </ol> <p><b>RATIONALE-</b> Written in-class under test conditions with an unknown prompt. No notes will be allowed. Max 600 words. One hour allowed.</p> <p><b>Answer the following questions in your rationale (these are unknown prior to the rationale exercise):</b></p> <ul style="list-style-type: none"> <li>• What perspective you are trying to develop on the choices made by characters?</li> <li>• How you tried to achieve this (i.e. the techniques you used) in relation to the audience?</li> <li>• How successful is your text?</li> <li>• If you used AI to help, how did it help?</li> </ul>	
<b>Links to BSSS Course:</b>	
<p><b>Content Descriptions</b></p> <p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>• distinguishing different points of view about the main ideas in texts</li> <li>• identifying facts, opinions, supporting evidence and bias</li> <li>• understanding the way attitudes and values are represented</li> </ul>	<p><b>Elaborations</b></p> <p>identify the main ideas in texts about the Holocaust</p> <p>Discuss possible interpretations and responses to the perspectives on the Holocaust</p> <p>Explore different interpretations of the texts, ideas and literature of the Holocaust</p> <p>Identify the difference between facts and opinions in regard to the Holocaust</p> <p>Define what constitutes supporting evidence in regard to the Holocaust</p>

<ul style="list-style-type: none"> <li>explaining shifts in intonation and point of view, identifying the effect of language choices on an audience</li> </ul>	<p>Identify facts supported by evidence in regard to the Holocaust</p> <p>Recognise examples of bias in texts in regard to the Holocaust</p> <p>Explain the impact of bias in texts in regard to the Holocaust</p> <p>Identify the attitudes and values about the Holocaust represented in the texts</p> <p>Explore how language reveals values and attitudes about the Holocaust</p> <p>Compare how attitudes and values are conveyed in a variety of texts about the Holocaust</p> <p>Identify intonation in texts about the Holocaust</p> <p>Explore how point of view changes with perspective in texts about the Holocaust</p> <p>Investigate the effect of authorial language choice on positioning an audience in texts about the Holocaust, e.g. idiomatic language, dialogue, sensory description</p>
<p><b>Consider how different perspectives and values are presented in texts including:</b></p> <ul style="list-style-type: none"> <li>the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts</li> <li>use of mediums, types of texts, text structures and language features</li> <li>the use of narrative techniques</li> </ul>	<p>Identify the context, purpose and audience of a range of texts about the Holocaust</p> <p>Identify the interplay between context, purpose and audience in texts about the Holocaust</p> <p>Describe how meaning is shaped by context, purpose and audience in a range of texts about the Holocaust</p> <p>Identify the text structures and language features in a variety of mediums and text types in a range of texts about the Holocaust</p> <p>Identify how specific features of in a range of texts about the Holocaust construct meaning and position the audience</p> <p>Describe how visual and language components combine to convey perspectives and values in a range of texts about the Holocaust</p> <p>Identify how narrative techniques are used to present different perspectives and values in a range of texts about the Holocaust</p> <p>Explore how narrative techniques are employed to convey values and transmit perspectives in a range of texts about the Holocaust</p> <p>Discuss the effectiveness of narrative techniques in a range of texts about the Holocaust in conveying different perspectives and values</p>

<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>gathering different points of view, for example, through interviews, surveys, questionnaires, library and/or internet resources</li> <li>selecting text structures, language features and visual techniques to communicate and represent ideas and information</li> <li>categorising and integrating ideas and information about specific themes or ideas</li> <li>understanding ethical research practices</li> </ul>	<p>Identify the value and purpose of gathering multiple perspectives on an issue.</p> <p>Use appropriate research methods to gather information about the Holocaust and literature of the Holocaust</p> <p>Identify how text structures, language features and visual techniques are used to communicate and represent the Holocaust and literature of the Holocaust</p> <p>Discuss the use of text structures, language features and visual techniques for the specific purpose and context</p> <p>Identify specific themes and ideas within the text</p> <p>Describe the organisation of ideas to show overarching themes and their subsets in a text</p> <p>Identify what ethical research practices</p> <p>Discuss the implications of information gathered in research and the use of this research</p>
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies</li> <li>selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes</li> <li>developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing</li> </ul>	<p>Choose and apply personal voice and point of view to influence audiences</p> <p>Use a range of mediums to represent different points of view in texts about the Holocaust and how they influence audiences</p> <p>Use appropriate text structures, language features and visual techniques to effectively communicate ideas and information across texts about the Holocaust</p> <p>Build a bank of words relevant to the task or topic from texts about the Holocaust</p> <p>Revise spelling, punctuation and grammar as appropriate to the task</p> <p>Use drafting and editing techniques to refine texts</p> <p>Apply planning, drafting, proofreading and referencing strategies when creating texts about the Holocaust</p>
<p>Key concepts</p>	<p>This unit focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts</p>

Key ideas	<ul style="list-style-type: none"> <li>• examine the ways that points of view are presented in texts for different purposes and contexts</li> <li>• understand how language choices persuade specific audiences</li> <li>• create oral, written and multimodal texts that convey a point of view.</li> </ul>
Cross-curriculum priorities	
General Capabilities	<p>Ethical Understanding, Personal and Social Capability, Literacy.</p> <p>Examining one of the great ethical failings of the 20<sup>th</sup> century. Building understanding of personal obligations and ethical standing. Developing literacy in engaging with a range of texts.</p>

	A	B	C	D	E
<b>Creative Work</b>					
C1	creates a work that generates a perspective on text and its historical context convincingly communicate considered ideas and concepts about the Holocaust	creates a work that generates a perspective on <i>text</i> and its historical context to effectively communicate considered ideas and concepts about the Holocaust	creates a work that generates a perspective on <i>text</i> and its historical context to communicate ideas and concepts about the Holocaust	creates a work that generates an inconsistent perspective on <i>text</i> and its historical context, with some reference to ideas about the Holocaust	creates a work that attempts to generate a perspective on <i>text</i> and its historical context
C2	creates a work using an original and evocative selection of language features and text structures, to influence and engage chosen audiences	creates a work using an effective selection of language features and text structures, to influence and engage chosen audiences	creates a work using a selection of language features and text structures intended to influence and engage audiences	creates a work using language features and text structures for an effect with some consideration of audience	uses language features in a work with little or no consideration of audience
C4	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating some logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs
<b>Rationale</b>					
R2	analyses the effectiveness of own work's structures and language features used to achieve particular purposes and effects	explains the effectiveness of own work's structures and language features used to achieve particular purposes and effects	describes how own work's structures and language features are used to achieve particular purposes and effects	describes own work's structures, with some reference to language features	identifies own work's structures with little or no reference to language features
R3	analyses how effectively perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	explains how effectively perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	describes how perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	describes perspectives and ideas on the holocaust in own work with some reference to audience engagement	identifies perspectives and ideas on the holocaust in own work with little or no reference to audience engagement
C4	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs

**Comments**

## Y11 CREATING: EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	High	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

## 1. Coverage of BSSS Accredited Courses

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

## COMMENTS

Clearly identifies Content Descriptions from *Essential English: Understanding Perspectives* indicating those that are most appropriate for this type of task. Students draw on textual models studied to create their own texts and better understand perspectives in texts by creating their own.

## 2. Reliability

High Reliability – The task is strategically designed to focus on prescribed concepts and creative skills. The rubric is clear and unambiguous and draws clearly from achievement standards. The Instructions and possible options are clear for students.

## COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task, i.e., word lengths and conceptual domain, and the marking rubric provides a direct line of sight/clear connection between the assessment and the Achievement Standards. The suggested tasks provide a safe back stop to ensure students engage at an appropriate depth, though question two could provide more guidance.

## 3. Bias Awareness

Outstanding Bias Awareness – The suite of assessment tasks is strategically designed to be sensitive and empowering for all students, catering for the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

#### COMMENTS

The task explores the implications of extremes of racial and religious bias. Students are encouraged to explore their own beliefs and values creatively, so the open-ended tasks enable a wide range of views and experiences to be represented. The task is open ended in form and content, which provides access to a wide range of students and allows students to excel.

#### 4. Levels of Thinking

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

#### COMMENTS

Students create and critically analyse their own work and that of the stimulus texts. Higher Order Thinking is evident in this task, while providing points of access for students at multiple levels of ability. Students can demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision and create new texts.

#### 5. Student Engagement

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

#### COMMENTS

In this task students engage with a seminal event in human history and develop their own understanding of the implications. The wide possibility of creative writing formats allowed provides space for engagement in student's preferred formats which heightens engagement. This open-ended task promotes student autonomy and ownership. It builds on explicit learning about texts about the Holocaust in the classroom.

#### 6. Academic Integrity

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

#### COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. Students are required to use textual references in analysing text and to cite these appropriately. A bibliography is required. The individual nature of the creativity required mitigates against collusion and academic misconduct. The rationale as an in-class test is significantly weighted in the rubric which incentivises students knowing the creative work very well and encourages deep knowledge and analysis prior to the testing context.

## ANNOTATED C RESPONSE

Dear Jacob

Today I am writing to you to explain my situation and the life I now have to live until this horrible war is over. I think this letter will get to you; I don't know. It's just another hope that probably won't come true. One of the people who smuggles us food into the ghetto, and takes our valuables, said they would post it, but who knows. I am so glad you got away and don't have to go through this. Your happiness is a consolation at this time.

C2 D - The contrived use of the letter genre is unnecessary to the intention, and the unlikely success of the posting of it, while highlighting the restrictions of the ghetto, also lacks verisimilitude. A diary or first-person narrative would have overcome these weaknesses.

C1 B- The sentiment and language set a suitable tone for the work. Time and place are set concisely. The mix of hope, despair and fellow feeling effectively characterises to introduce the character to the audience.

I am currently living in Krakow in one the Jewish Ghettos in Poland. You know I always thought Krakow sucked, and now I'm stuck here with all the locals who think I'm a country bogan. That is really nothing though. Living here is horrible, as the place is massively overcrowded. The rooms we live in are tiny and there are horrible Nazi Germans here that treat us like we are animals and show no respect. They are just like pigs. Here in Krakow Ghetto, there is nothing, nothing to do, not much to eat, nowhere to go, along with no one I can go and see. It's just a horrible place. There is nothing good about it, except being alive.

C2 D - Too much telling rather than showing.

C2 C; C4 C - Tone, perspective on experience, and characterisation are developed consistently with paragraph one. Engaging rhythm of phrases using anadiplosis. But, 'Sucks' and 'bogan' are jarring departures from voice of time and place setting.

If I didn't know before, not long after being here, I had realised how horrible the Nazi German soldiers truly were to our people. We have been treated like slaves and if one of us were to do the wrong thing they would show no mercy and just shoot us. I have seen murder now. They would also murder us if they thought we were useless or could be beneficial to them or anyone. Every few days they come and round up a large number of the population here and pack them as tight as they can into train. They are being sent to a place called Auschwitz-Birkenau. The rumours about it are terrible. They say no one comes out alive.

C2 B - Long, long, short sentence rhythm with a shocking short sentence is a competent choice of structure to communicate the tone and further set the scene developed in previous paragraphs. The character is further developed.

C2 B; C4 C- a plausible description of the setting with an effective use of short sentences, though the understatement of "terrible" and the rhythm of short, tight statements that imply the horror works better to evoke the fear that someone in that situation would have had. The effective use of dramatic irony for the reader in that we *do* know and so the implication is even more affecting.

However, then another train arrives with more Jews from around Poland and neighbouring countries. I didn't really want to, but I have chosen to become a member of the Jewish Ghetto Police. I decided to join them because I had seen other Jewish police officers around the ghettos, and they don't get hassled as much by the Nazis and aren't treated as much like a slave. I want to survive, and this seems like the best chance of survival. I don't want to go on one of those

trains. But the unfortunate thing is we have to help the Nazis with loading the trains with other Jews to send people away to labour camps and sorting the new ones when they arrive. Maybe they are just going to work in the countryside like the Nazis say. Sometimes I am able to help our own people, but I have to look after myself if I want to survive.

C1 C - a reasonable and plausible insight into the perspective of a collaborator. Dialogue underlines the life and death stakes in a simplistic way. Clumsy attempt at dramatic irony.

I know it probably wasn't the best decision to join the police, but for my safety and the chances of myself surviving this horrible time have increased because of the decision I have made to join them which hopefully increases my chances to see you again. If you can forgive me. I can try to help as many other Jews as I can in surviving the war and hopefully being able to see their families again as well. So, Jacob, please don't hate me. You are safe, but I joined the police only for my sake of survival. I should have listened to you and left Poland when you left. I didn't think this could happen. How can this have happened?

C1 C - a reasonable and plausible insight into the perspective of a collaborator within a simple chronological order. The simplicity of language underlines the life and death stakes, but there are many other structures and forms to choose from.

Your friend always,

Shmuel

### Bibliography

"Schindlers List" (Dir) Steven Spielberg, 1993.

BBC, *The Holocaust; A Summary of the Holocaust*, BBC.com, Accessed 23 May, 2024.

### Rationale

The text that we studied was 'Schindler's list'. It was about one man, Oskar Schindler, who took advantage of the war to make himself rich, but then decided to save as many Jewish lives as he could instead of becoming richer. For my creative I chose to write a letter from the perspective of a Jewish police officer, like the character Marcel Goldberg, to his friend who escaped Poland, explaining his situation and why he became a police officer. This shows how hard it

R3 D - Describes the target text and the intended ideas with reference to the purpose, but without reference to why this is an effective choice or an important purpose.

was to make decisions and about life and death in those days. (BBC, 2024)

R2 C - uses academic convention of referencing a reliable source to provide authority to the points raised. It is of limited significance to the overall point and piece, but the presence provide some rhetorical impact.

My response links to the text is about taking risks. This is because the text is about how Oskar Schindler made a huge decision to save 1100 Jewish lives and my response is about how Marcel Goldberg made a choice to join the Jewish police force to save his own life and the lives of other Jewish citizens that have been forced into the Jewish ghettos to then be transported to labour camps. Of course, in the letter he can't talk too much about the help he gives in case the Nazi's catch him.

R2 E - There is some recognition of the problems raised for communicating the intended meaning of the text in the chosen epistolary form, but not to the extent of self-critique or changing the form.

I set out to write a letter from a policeman I called Shmuel like in ‘The Boy in the Striped Pyjamas’ and he explains his situation. He sent it to his friend hoping he would read the letter and understand why he had made the decision. He was hoping he wouldn't hate him for this decision, even though it is clear in the way he keeps saying he is sorry that he kind of hates himself. This will make the audience feel sorry for him and his difficult decision.

Also, to show an example of someone making a decision that would have large consequences of their own and the lives of others. I tried to achieve this by showing his feelings that I thought he would have from the text we had studied in class, along with persuasive techniques to try and justify Shmuel’s decision and put some reasoning behind his decision. One persuasive technique was descriptive language, e.g. similes- like pigs, like slaves. However, it was hard to make my character use really descriptive language because he wasn’t the kind of person who talks like that.

The text influenced myself and the letter that I wrote because something similar actually happened in *Schindler's List* when a young boy who had joined the Jewish police force helped hide one of his friends from school and her mother from the Nazi’s because they would have been sent to Auschwitz.

I got Chat GPT to help me with some facts, character names, setting, and backstory to make the story more accurate. (See the appendix one for the AI use.)

R3 D; R2 D- A reference to intertextuality, but not why or to what effect.

R3 D; C4 D - Imprecise expression of ideas is unacceptably vague. The purpose of the rationale is to explain sufficiently what that "kind of" is.

R2 D - a plausible proposition about intention and effect, but not clearly or persuasively argued.

C4 E - Sentence fragment. Meaning cited but purpose and intention unclear.

R3 D - Some reference to persuasive techniques and audience engagement that is not justified. There is some recognition of the problems raised for communicating the intended meaning of the text in the chosen epistolary form, but not to the extent of self-critique or changing the form.

C4 C - Plausibly cites the impact of text upon self and creative work. Overall competent expression and topic-based paragraphs.

C1 C - The students has attempted to ensure historical verisimilitude but it would have been better to fact check the AI with further research.

**Appendix One- AI Prompts**

**Prompt One**

I have to write a short story about Jewish people in the holocaust can you please suggest some character names? Two men and two women.

**ChatGPT**

Of course, I'd be happy to help you with character names for your short story. Here are some options for two men and two women:

Men:	Women:
Ethan Kleinberg	Sarah Goldstein
Isaac Abramov	Rachel Rosenberg
Benjamin Weiss	Leah Stein
Jacob Cohen	Rebecca Schwartz

Feel free to mix and match these names or modify them as needed to fit the tone and setting of your story. Remember, these names are fictional and meant to serve as inspiration for your characters.

**Prompt Two**

What are some places in Poland that I could set a story about the Holocaust?

**ChatGPT**

There are several significant locations in Poland that are associated with the Holocaust and could serve as settings for your story. Here are a few options:

**Auschwitz-Birkenau:** This infamous concentration and extermination camp is perhaps the most well-known symbol of the Holocaust. It's located near the town of Oświęcim and is a haunting and historically important location.

**Kraków:** The historical city of Kraków has a deep Jewish history and was home to the Kazimierz district, which was a vibrant Jewish community before the war. The story could be set in this district or explore the contrast between pre-war life and the subsequent tragedy.

**Warsaw:** The Warsaw Ghetto, a walled-off area where Jewish residents were forced to live in deplorable conditions, is a significant location. The Warsaw Ghetto Uprising, an act of resistance by Jews against the Nazis, is also a powerful event that could be incorporated into your story.

**Majdanek Concentration Camp:** Located near Lublin, Majdanek was a concentration and extermination camp. It's less known than Auschwitz but still played a significant role in the Holocaust.

**Lodz:** The Lodz Ghetto was the second-largest ghetto in German-occupied Poland. It could serve as a backdrop for a story about resilience and survival in the face of extreme adversity.

**Belzec, Sobibor, and Treblinka:** These were extermination camps where millions of Jews were murdered. While these locations might be less commonly known, they are still important to remember.

When setting your story in any of these locations, it's crucial to approach the topic with sensitivity and respect for the historical context. The Holocaust is a deeply serious and tragic event, and any story set in this period should aim to honor the memory of those who suffered while providing a thoughtful and meaningful narrative.

**Prompt Three**

Did many Jews get away from Poland before the Nazis came and killed them?

**ChatGPT**

Yes, many Jews managed to escape from Poland before the Nazis implemented their systematic extermination plans. In the years leading up to and during the early stages of World War II, there was a significant wave of emigration from Poland as Jews sought to escape the rising anti-Semitism and the impending Nazi threat. Many of these individuals and families emigrated to various countries around the world, including the United States, Great Britain, Palestine (now Israel), and other nations.

However, it's important to note that not everyone had the means or opportunity to leave. Factors such as financial resources, immigration quotas in other countries, and the speed at which the Nazi occupation and persecution escalated all played a role in determining who could escape and who could not.

Additionally, as the Nazi occupation tightened its grip on Poland and other countries, escape became increasingly difficult. The implementation of ghettos, forced labor, and restrictions on movement severely limited the options for Jews to flee. As the war progressed and the Nazis began implementing their "Final Solution," the mass murder of Jews escalated, making escape even more challenging.

While some managed to escape and survive, millions of Jews who remained in Poland and other Nazi-occupied territories were tragically subjected to the horrors of the Holocaust. The stories of both those who escaped and those who endured the atrocities are important to remember and honor as part of the historical narrative of that time.

	A	B	C	D	E
<b>Creative Work</b>					
C1	creates a work that generates a perspective on <i>Schindler's List</i> and its historical context convincingly communicate considered ideas and concepts about the Holocaust	creates a work that generates a perspective on <i>Schindler's List</i> and its historical context to effectively communicate considered ideas and concepts about the Holocaust	creates a work that generates a perspective on <i>Schindler's List</i> and its historical context to communicate ideas and concepts about the Holocaust	creates a work that generates an inconsistent perspective on <i>Schindler's List</i> and its historical context, with some reference to ideas about the Holocaust	creates a work that attempts to generate a perspective on <i>Schindler's List</i> and its historical context
C2	creates a work using an original and evocative selection of language features and text structures, to influence and engage chosen audiences	creates a work using an effective selection of language features and text structures, to influence and engage chosen audiences	creates a work using a selection of language features and text structures intended to influence and engage audiences	creates a work using language features and text structures for an effect with some consideration of audience	uses language features in a work with little or no consideration of audience
C4	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs
<b>Rationale</b>					
R2	analyses the effectiveness of own work's structures and language features used to achieve particular purposes and effects	explains the effectiveness of own work's structures and language features used to achieve particular purposes and effects	describes how own work's structures and language features are used to achieve particular purposes and effects	describes own work's structures, with some reference to language features	identifies own work's structures with little or no reference to language features
R3	analyses how effectively perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	explains how effectively perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	describes how perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	describes perspectives and ideas on the holocaust in own work with some reference to audience engagement	identifies perspectives and ideas on the holocaust in own work with little or no reference to audience engagement
C4	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating some logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs

Comments

## ANNOTATED C RESPONSE

The winter of 1941 had been harsh and unforgiving and even now I can still remember it clearly, however one day out of them all particularly stands out. I had come into the kitchen and heard mother and father talking about our neighbours again. We never really liked them because they hated us and that was obvious. Whenever we saw them in the hallway of the building, they glare or look away. Sometimes they grunted back at mother or father when they said hello. We never got to talk to them properly. When we were forced to move to the tiny apartment shortly before, we already had to wear the bright yellow star on our clothes that told people we were Jews. The Nazis took our big house and beautiful garden. We left with only a suitcase each. The new neighbours saw us wearing the star, raised their eyebrows. They looked so tired and scruffy next to my beautiful mother with her beautiful clothes and hair. I don't why they were so angry. We weren't rich any more.

C2 B - Use of foreshadowing to create tone, set the scene and begin characterisation.

C2 A; C4 C; C1 C- Good attempt to construct an unreliable narrator by intimating the possibility of misperception and resentment in their dealing with the world. The chronology and backstory implied shows a basic understanding of the process or dispossession and oppression that began the genocide. However, the expression is tangled with mistakes in tense, and a lack of concision.

"Oh good, you're back!" said father, and mother turned around pretending they haven't just been talking about the neighbours. I knew they tried to deny this whole thing as to not make my younger brother Benjamin and I feel bad, and even though they meant well I felt their denial was ridiculous as our neighbours hate for everything about us was so obvious. I knew we were hated by the Germans and it was horrible to discover by our fellow Dutch citizens, and the ones who actually didn't hate us would keep their heads down and pretend to so they would not get into trouble.

"Hello Judith, how was school?" asked mother while I put my bag on the kitchen table.

"Two boys called me names on my way back from school." Father cleared his throat quietly and looked at me, worried. I ignored it and took a cup from the kitchen bench to pour some water in. "You were talking about the van Duyks, weren't you? What happened?" I drank a bit, waiting for one of them to respond. They looked at each other. Mother sighed.

C4 E; C2 D- Student has put all of this action into one paragraph/ Line or paragraph breaks needed for clarity and to heighten impact.

"The insults in this neighbourhood are getting worse." she said. "I'm sure they want us to move. We are causing trouble for them."

C1 C; C4 C; C2 B- Use of dialogue as exposition for the historical experience is a standard technique, but in this case the dialogue is stilted and anachronistic. It is not typical or parent-child dynamic in the 1940s and the points it makes are descriptive rather than insightful.

"Ha! Of course they do! Who wants Jews living next door with them?" I said sarcastically. Mother looked at me, warning. But she knew I was right.

"Maybe we should move" father said suddenly. I was surprised. Father was the last person I expected to suggest to move. "I don't want you two to grow up in this hostile neighbourhood. It's not good especially for Ben."

"There is no point in moving. Ben already knows that they hate us – he got insulted as well and besides: We won't get a different apartment anyway. Not now..."

All that was 3 months ago. Right now we are standing in the hallway, all four of us. With the windows open to the spring air, we heard the Nazis crashing through doors nearby shouting and looking for Jews. We heard the cries of fear and pain. ←

"...and that's the deal. The German pigs. We are all Dutch." says Meener van Duyk. They had offered to hide us in their apartment and to lie for us so the Nazis would not find us. It is 2.45 in the morning, the door 3 floors underneath us gets kicked open, we hear men laughing, shouting "Weg mit den Juden!" and running upstairs. Father nods his head. I'm hesitating. Mother picks up my 4 year old brother and pulls me through the door, father pushed from behind. The door gets shut and

I find myself in a big living room. I don't see anything else - we are running and the room is dark,

only lit by a bit of moonlight coming through the windows. Meener van Duyk is pushing us in an even darker room. I can see books, a desk and lots of paper though. They take Ben off my mother and give him to me.

Mother and father climb into a wardrobe. I see them ducking down while Meener van Duyk closes the door.

Mother looks at us and I can see horrible fear in her eyes.

I am shocked and cannot move for a few seconds until the wardrobe is completely shut and Mevrouw van Duyk pulls us over to the other side of the room. She opens a small door that belongs to a dresser. Ben and I hide in there together. I manage to stop him crying by humming his favourite song to him while he holds on to me. We hear mother crying from the wardrobe and father talking quietly to try calming her down. After she finally stops I cannot hear a thing anymore. It is so weirdly quiet that it makes me feel like none of these things

is real. Suddenly I hear a violent crash against the door, and Meener van Duyk shouting in protest.

The door gets flung open and I can hear people talking. Footsteps are approaching. Heavy shoes beat rhythms on the squeaking floor. They stop about two metres away from where we are hiding. I'm holding my breath. I hear voices speaking Dutch and shouting insults at the van Duyks, and they fling another door open. I hear my mother scream and Mevrouw van Duyk shouting in protest. I cover my brother's mouth with my hand. We huddle closer. ←

C2 C; C1 E- Transition to the present tense is a good attempt to engage by shifting the ground of the narrative, but a clumsy shift of time and place that does not mesh with the tone of the story's opening. That the previous paragraphs were being remembered at that moment of terror for the character is implausible.

C4 E; C2 D- Student has made insufficient use of paragraph breaks for dialogue and events. Action is compressed into one paragraph in way which minimises impact, indicating that the planning of the story was not thought through.

C4 A; C1 B; C2 A- the action sequence is tense and well-written, even though it does not connect coherently to the opening sequences. It provides a compelling perspective on persecution and fear.

### Rationale

I have chosen to write a short story because I read some real stories of survivors of the Holocaust which gave me some inspiration. My story is about 2 families – a Jewish one and one that is not Jewish. The first half of the story happened some months before the ending. The main character (Judith) describes a particular day in the past on which she made a decision. She tells her parents that there is no point in moving. Now – standing in front of her neighbours – their only chance is to hide in their neighbour’s apartment. That decision had an unexpected result. ←

R2- D- The complexity of the intended narrative device is ill-suited to the short word limit. A deeper reflection would have been beneficial.

The story describes the danger people faced in protecting their neighbours. It also tells that it wasn’t only German Nazis who persecuted Jews, but also people in countries like Holland, Poland and France. It shows how not all the people who wanted to help did so successfully. ←

R3 C - Describes own insights into the Holocaust with apparent intention to provide more nuanced knowledge.

I used past tenses in the first half of my story since Judith recalls this story while standing in the hallway with her brother and parents. The second part of the story is written in present in very short sentences since it all happens very quickly and suddenly. I have left ←

R2 B - A simple explanation of choices and effect of grammar and techniques. More about the theme would improve it.

the ending hanging so that the reader doesn’t know what happened to Judith and Benjamin like the family members who never saw relative again. ←

R2 E - The comparison shows a shallow understanding. More careful reflection needed on relative experiences.

The story takes place at the end of 1941 when it is still winter. However, when they hide in their neighbour’s apartment a few months later it is spring. Spring is the season of hope, new beginnings and changes. They discover that they have misjudged the van Duyks because they hate Nazi’s and Germans.

And that they are just reserved people. However, that little hope is crushed by hate and war. However, maybe Judith and Benjamin survive. There is a little hope that we can have in terrible times, like the people recused in ‘Schindler’s List’. ←

R3 C - Describes own insights into the Holocaust with apparent intention to provide more nuanced knowledge.

What I wanted to show through the story is how different people acted and how helpless

Jews were. They are normal people living lives like anyone else and just because they have a different religion does not mean they are wrong people much less gives anyone the right to condemn,

discriminate, torture or murder them. ←

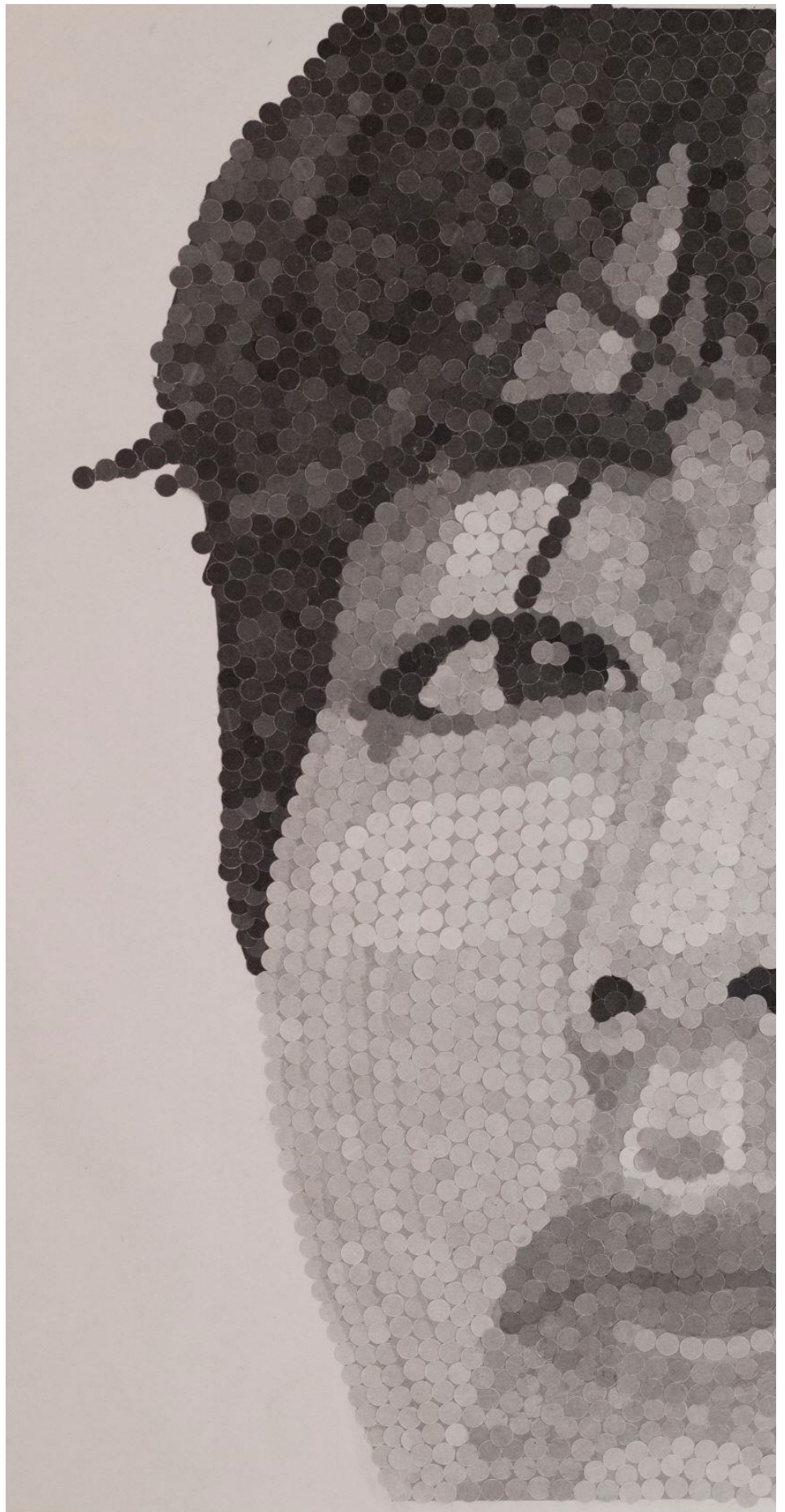
R2 C; C4 D- This lacks reflection on success or otherwise of the story as a work of art. It does describe intentions competently.

	A	B	C	D	E
<b>Creative Work</b>					
C1	creates a work that generates a perspective on <i>Schindler's List</i> and its historical context convincingly communicate considered ideas and concepts about the Holocaust	creates a work that generates a perspective on <i>Schindler's List</i> and its historical context to effectively communicate considered ideas and concepts about the Holocaust	creates a work that generates a perspective on <i>Schindler's List</i> and its historical context to communicate ideas and concepts about the Holocaust	creates a work that generates an inconsistent perspective on <i>Schindler's List</i> and its historical context, with some reference to ideas about the Holocaust	creates a work that attempts to generate a perspective on <i>Schindler's List</i> and its historical context
C2	creates a work using an original and evocative selection of language features and text structures, to influence and engage chosen audiences	creates a work using an effective selection of language features and text structures, to influence and engage chosen audiences	creates a work using a selection of language features and text structures intended to influence and engage audiences	creates a work using language features and text structures for an effect with some consideration of audience	uses language features in a work with little or no consideration of audience
C4	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating some logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs
<b>Rationale</b>					
R2	analyses the effectiveness of own work's structures and language features used to achieve particular purposes and effects	explains the effectiveness of own work's structures and language features used to achieve particular purposes and effects	describes how own work's structures and language features are used to achieve particular purposes and effects	describes own work's structures, with some reference to language features	identifies own work's structures with little or no reference to language features
R3	analyses how effectively perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	explains how effectively perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	describes how perspectives and ideas on the holocaust are represented in own work to engage and persuade an audience	describes perspectives and ideas on the holocaust in own work with some reference to audience engagement	identifies perspectives and ideas on the holocaust in own work with little or no reference to audience engagement
C4	communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	communicates ideas demonstrating some logic, clarity and accuracy of expression	communicates ideas accurately	communicates ideas with some accurate grammar and simple paragraphs	expresses ideas in sentences fragments and attempts simple paragraphs

Comments

ASSESSMENT THREE  
Y12 ORAL  
INVESTIGATION TASK

Cover art and internal art:  
Elesa Stellios 2019



TITLE: INVESTIGATION ORAL TASK	
Course:	Essential English
Unit:	<b>Unit 3: Understanding Perspectives</b>
Year Group:	12
Assessment Conditions:	<p>LENGTH: 5-7 minutes</p> <p>Rationale: 300 words written in class under test conditions after the presentations. The performance in the rationale is significant to the final score and grade.</p> <p>Presented to the class live, or as a recorded oral text over slides, or video yourself presenting the speech with slides. You are required to submit slides, nominal text and your bibliography with the task.</p>
Academic Integrity Measures	<p>Appendix of AI prompts and responses required if Generative AI used in planning. You must keep your planning notes and copies of the versions of your work as you move through the development of your work. If the teacher makes inquiries about your academic integrity, you can produce these multiple versions of your work as evidence of process.</p>
Legitimate Uses for AI	<ul style="list-style-type: none"> <li>- Suggesting initial project ideas of one line that you will expand on with your own analysis and research.</li> <li>- Asking advice about accurate information.</li> <li>- Using the design ideas AI in formatting slides.</li> </ul> <p>Simple editing of grammar and spelling. Word choices and grammar choices should not be changed by AI to improve style or conciseness, only corrections to make choices correct. E.g. "AI could you please correct errors in grammar and spelling in the following passage, but not make substantial change to style or vocabulary?"</p>
Prior learning:	<p>This unit focuses on exploring different points of view presented in a range of texts about the Holocaust from various period and context after the events. Students analyse attitudes, text structures and language features to understand a range of fictive and non-fiction text's meaning and purpose in relation to the Holocaust. They consider how perspectives and values are represented in Holocaust texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts, in particular they examine biographical writing and presentations.</p>
TASK SUMMARY:	
<p><b>You will be required to conduct research and create a biographical presentation of your findings on at least ONE person who did one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Helped the Jews during the Holocaust</li> <li>• Belonged to a partisan group</li> <li>• Participated in the resistance</li> <li>• Fought in an uprising e.g. Warsaw ghetto</li> </ul>	

- Hunted Nazi officials or was involved in spying and sabotage against the Nazi regime.

**You should include the following in your presentation:**

- An introduction to that person (e.g. nationality, religion, occupation, where they lived)
- Characteristics (what is different about them)
- What motivated them (i.e. did not want to be passive bystanders and allow persecution of the Jews)
- Specific risks they faced and courageous acts
- How the person saved Jews or fought against the Nazi regime
- The person's achievements and the recognition they received
- How the person has become a source of inspiration to others
- How texts have used language to characterise them

**Reflection Written Under Test Conditions- 45 minutes.**

Write up to 300 words analysing the language, presentation and structural choices made in creating this biographical presentation. Comment on your learning from this project and the thinking you needed to use to complete the task.

LINKS TO BSSS ENGLISH COURSE

Unit: Perspectives

Content Descriptions

**Use strategies and skills for comprehending texts including:**

- distinguishing different points of view about the main ideas in texts
- identifying facts, opinions, supporting evidence and bias
- understanding the way attitudes and values are represented
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience

In interpreting historical and biographical writing on the chosen person, students will distinguish the main ideas and differentiate facts, opinions, supporting evidence and bias in constructing an informative and well-evidenced presentation of their conclusions for their fellow students. They will refine their presentation skills to apply intonation and rhetoric to appeal to and interest the audience.

**Consider how different perspectives and values are presented in texts including:**

- the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts
- use of mediums, types of texts, text structures and language features
- the use of narrative techniques

Students construct a biographical narrative of the person chosen for study and use the conventions for that medium and text type, and justify in the rationale.

**Using information for specific purposes and contexts by:**

- gathering different points of view, for example, through interviews, surveys,

Students create a biography using the features of that text type in oral presentation form. They collate information from different sources to resolve difference into a coherent point of view.

<p>questionnaires, library and/or internet resources</p> <ul style="list-style-type: none"> <li>• selecting text structures, language features and visual techniques to communicate and represent ideas and information</li> <li>• categorising and integrating ideas and information about specific themes or ideas understanding ethical research practices</li> </ul>	
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies</li> <li>• selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes</li> <li>• developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>• using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing</li> </ul>	<p>Students create a biographical text for an oral presentation. The justify choices in a written rationale and reflection.</p>
<p>Key concepts:</p>	<p>This unit focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text’s meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.</p>
<p>Key ideas:</p>	<ul style="list-style-type: none"> <li>• examine the ways that points of view are presented in texts for different purposes and contexts</li> <li>• understand how language choices persuade specific audiences</li> <li>• create oral, written and multimodal texts that convey a point of view.</li> </ul>
<p>Cross-curriculum priorities:</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures – Examination of culpability in genocide of bystander populations, colonisation, racism and prejudice, survival</p>
<p>General Capabilities:</p>	<p>Ethical Understanding, Personal and Social Capability, Literacy.</p>

	<p>Examining one of the great ethical failings of the 20<sup>th</sup> century. Building understanding of personal obligations and ethical standing. Developing literacy in engaging with a range of texts.</p> <p>Developing oral presentation skills is another aspect of literacy and personal and social capability.</p>
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E	D	C	B	A	
Identifies the person's role in a general narrative of the Holocaust	identifies the person's significance in reference to other writing about the Holocaust	describes the person's significance in reference to other writing about the Holocaust	explains the person's significance in reference to other writing about the Holocaust	analyses the person's significance in reference to other writing about the Holocaust	R2
identifies a point of view which consists mainly of narration and/or repetition of simple sources	identifies a point of view using some rhetoric using general, secondary evidence	describes a clear point of view using rhetoric and uses some supporting primary and secondary evidence	explains a clear point of view using rhetoric effectively with relevant ex primary and secondary evidence	justifies a clear point of view with carefully chosen primary and secondary evidence and the effective and engaging use of rhetoric	R4/ C3
communicates with appropriate language for the audience	communicates using mostly accurate expression, speaks clearly and uses appropriate language for the audience	communicates using accurate expression, speaks clearly and uses appropriate language for the audience	communicates using accurate expression and varying intonation and rhetorical language to try and interest the audience	communicates using accurate expression and varying intonation to engage the audience	C4
creates text with an opinion	creates text using rhetoric to communicate an opinion	creates text using rhetoric to communicate an opinion for a chosen audience	creates text using rhetoric to communicate an opinion and establish a clear perspective for a chosen audience with some successes in persuasive effects	creates text using rhetoric to communicate an opinion and establish a clear perspective for a chosen audience persuasively and concisely	C1
creates a general biographical narrative	creates a biographical narrative	creates a simple biographical presentation with some evidence	creates a biographical presentation using conventions of logical biographical writing and reliable evidence	creates using conventions of logical biographical writing to enhance perspective using well-chosen and complex texts as evidence	C2
Researches biographical information and rhetorical strategies and presents ideas attempting to apply the principles of academic integrity through inaccurate referencing techniques	researches and describes biographical information and rhetorical strategies and presents to present view on biographical subject, sometimes accurately applying the principles of academic integrity	researches and explains biographical information and rhetorical strategies and to present view on biographical subject, accurately applying the principles of academic integrity	researches and explains biographical information and rhetorical strategies to present view on biographical subject, applying the principles of academic integrity	researches widely and independently, analysing and interpreting biographical information and rhetorical strategies to present view on biographical subject, applying the principles of academic integrity	R4
Reflection					
reflects on their thinking with little or no adjustment to their learning	reflects on their thinking with some adjustment to their learning	reflects on their learning and adjusts their approach to thinking and learning	reflects on their learning to develop and refine their thinking and approaches to learning	reflects independently on their learning to extend and refine their thinking and approaches to learning	R5
creates text with an opinion about own text	creates text using some argument and logic to communicate an opinion about own text	creates text using argument and logic to communicate an opinion about own text	creates text using argument and logic to establish a clear perspective about own text	creates text using clear argument and coherent logic to establish a clear perspective about own text	C1

## INVESTIGATION: EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
Satisfactory	Student Engagement	Satisfactory	Academic Integrity

## 1. Coverage of BSSS Accredited Courses

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

## COMMENTS

Clearly identifies Content Descriptions from the "Perspectives" unit indicating those that are most appropriate for this type of task. Students critique perspectives in texts to support understanding of literary features, their own understanding of literature and period, reflective learning and the creation of their own texts as required by the unit.

## 2. Reliability

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

## COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task, i.e. word lengths and conceptual domain, and the marking rubric provides a direct line of sight between it and the Achievement Standards.

## 3. Bias Awareness

Outstanding Bias Awareness – The suite of assessment tasks is strategically designed to be sensitive and empowering for all students, catering for the diverse needs of gender, socioeconomic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

## COMMENTS

Task is open ended, but also scaffolded with prompts to provide access to a wide range of students and also allow students to excel. The theme of the unit explicitly explores the construction of perspectives and thus the nature of bias. Students are encouraged to explore their own beliefs and values.

### 4. Levels of Thinking

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

## COMMENTS

Higher Order Thinking is evident in this task as students create a work, and critically analyse their own work. Students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision.

### 5. Student Engagement

Satisfactory Student Engagement – Assessment tasks are appropriately planned to engage students. Assessment tasks are implicitly connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks supports student ownership.

## COMMENTS

In this task students are offered a choice of topics that are based on the texts and topic studied. It has been designed with the BSSS unit Content Descriptions in mind (see prior learning statement on the assessment task outline). However, the level of engagement is more determined by task type than active student ownership. It is a standard, acceptable assessment type, but there are many other forms of speaking tasks available to teachers.

### 6. Academic Integrity

Satisfactory Academic Integrity - Academic integrity is discussed with students with expectations with respect to academic integrity and the consequences of cheating or plagiarising made clear. Assessment is designed to encourage original thinking from students and require individualised responses that will be different. The in-class rationale exercise is significantly weighted in the task and the students will need to know the text and content well to perform well. This will incentivise honest engagement with the material.

## COMMENTS

Students are required to provide a bibliography and reference where needed. Specific guidance is provided about the use of AI in research and composition. BSSS policies on penalties are referred to and it can be assumed that academic integrity and plagiarism have been discussed with students prior to assessment. The reflection will be written under test conditions as a validation task to test understanding and familiarity. However, this task does have AI vulnerabilities. There are voice generators that could perform the text in the student's voice. Some of the text could have been generated by AI. The reflection should serve to test student familiarity with the work they have submitted.

Link to the podcast Recording

<https://www.dropbox.com/s/ecc7vw1hq1ebb4k/Essential%20English%20Oral%20Presentation%20for%20Understanding%20Perspectives%20B%20Sample.mp3?dl=0> ←

“When History looks back, I want people to know the Nazis weren’t able to kill millions of people and get away with it.” A quote by Simon Wiesenthal, a Jewish-Austrian Holocaust survivor who dedicated his life bringing Nazis to justice. ←

C4 B - The student speaks with clear speech and accurate and effective intonation. Some minor errors of expression, tense and syntax. There is a high expectation of accuracy in this format because of the possibility of rerecording and editing.

C4 D - The biography communicates ideas in a simple chronological structure, rather than structuring around the theme and argument.

Wiesenthal was born on the 31<sup>st</sup> of December 1908 and passed away on the 20<sup>th</sup> December 2005. He was studying Architecture and living in Lwow at the outbreak of World War Two. Mid-July 1941, Wiesenthal along with other Jews was forced to register for work in the Lwow ghetto which was set up in November the same year. Things only went downhill for Wiesenthal. Once out of the ghetto, he was sent to Janowska, Krakow-Plaszow, Mauthausen, Gross-Rosen, all being concentration camps. Amazingly he survived all four camps. Wiesenthal was mentally strong, courageous, brave, resilient, and dedicated. These qualities are one of the reasons Wiesenthal was sent to four concentration camps and came out alive with the desire not to flee, but to fight. His resilience and dedication brought many Nazis to justice. Wiesenthal wanted to right a wrong and that is exactly what he set out to do. Wiesenthal proved that what doesn’t kill you makes you stronger. After years of terror and pain, he still got back up and took the Nazis on using his mistreatment and emotional horror as his fuel. He used this anger and pain to motivate his desire to prosecute the Nazis who rained hell over the Jews during the Holocaust. Wiesenthal had spirit. ←

C1 C - The student uses cliché and diction as rhetoric to present an opinion praising Wiesenthal, as opposed to more critical analysis or moral reasoning.

There were up to six million Jewish deaths during World War Two. Those six million people all had a family. Wiesenthal did too. The trauma that his family and others went through added to the hatred and focused to bring Nazis to justice for his family and for himself. Wiesenthal entire life and everything he did was a risk considering the treacherous conditions he lived in throughout his life. Risky situations are scattered all over Wiesenthal’s life. Everyday in each concentration camp Wiesenthal would have had hurdles to jump, although if he doesn’t clear the hurdle, he is killed. Another risk is hunting Nazis and taking the chance of freedom from the Nazis to hunt them and punish them for their crimes. Within three weeks of Wiesenthal’s liberation, he had already put together a list of about one hundred names of

R4 C; C3 C- The student has identified a point of view on Wiesenthal with a basic biography and simple rhetoric, one primary quotation and dependence on secondary sources referenced only in the bibliography.

suspect Nazi war criminals ranging from guards to Gestapo officers and handed it in to a war crimes office of the American counter-intelligence corps at Mauthausen. Wiesenthal was an interpreter accompanying officers who were carrying out arrests. Wiesenthal was to thank for successful apprehension of three major Nazi criminals: Franz Stangl, Hermine Braunsteiner, and Joseph Mengele, all three men responsible for thousands of Jewish lives at the end of the war.

Wiesenthal had inspired many to fight back at the Nazis after the war and bring justice to them for the crimes they have committed. He is an inspiration to Jewish people all around the world. Thank you.

R2 C; C2 D- Use of a simple biographical narrative with one quotation as evidence. There is a bibliography, but it is not cited in the speech text. Wiesenthal's significance is asserted as self-evident rather than argued for in terms of context, his distinctive moral choices or last impact.

### Rationale

I used an interesting and engaging quotation as a hook to engage the audience. This was an effective strategy because it started the presentation in Wiesenthal's perspective and opinion and on why he did things<sup>1</sup>. It is a great quotation.

R5 C; C1-D - Describes rhetorical choice but attempt at justification is only an assertion more argument is needed about possible impact on the reader.

I varied my intonation to interest and engage the audience. I also used the pauses and emphasis to interest the listener like in other pod casts I have heard.<sup>2</sup> I considered using music, but I thought that would distract from my message or take away from the serious topic I was discussing.

R5 D - Reflected on possibilities and adjusted work in an attempt to improve, but this was about aesthetic rather than substantial issues.

I showed my perspective on Simon Wiesenthal by using lots of adjectives in the presentation. I used other strong language like "rained hell" to communicate my strong feelings and perspective which is being horrified about the Holocaust. They were strong adjectives that praised him a lot. I accessed some great sources about him that said good things and also criticised him.<sup>3</sup> That made it clear to the reader that I thought he was a really great person.

C1 D; R5 C - The student conducted research and used referencing and considered evidence to present a viewpoint on the biographical subject. However, the student does not justify position with moral reasoning- it is left as self-evident.

I think the podcast was a good one and would interest readers. However, maybe I should have used more quotes from Wiesenthal to show his perspective more.

R5 C - This is a more plausible reflection on strengths and weaknesses of the presentation that goes to a substantial issue, but not fully justified.

<sup>1</sup> Rosenbaum, J. "Interview with Simon Wiesenthal", *Time-Life Magazine*, Autumn 1970, p. 22.

<sup>2</sup> See for example, Henshke, Paul, "Nazi Hunters and Ends and Means", *The History Guy Tells you Stuff Podcast-Myspace*, [www.myspace.com/thehistoryguytellsyoustuff/nazihunters](http://www.myspace.com/thehistoryguytellsyoustuff/nazihunters);

<sup>3</sup> 'Biography' Simon Wiesenthal Centre, [www.simonwiesenthalcentre.org/biography](http://www.simonwiesenthalcentre.org/biography) Accessed 2 September 2022; Anderson, Bailey, "Are the Nazi Hunters ethical valid?" *Philosophy and History.com*, [www.philhisteth.com/nazihunt](http://www.philhisteth.com/nazihunt), Accessed 1 September 2022.

### Bibliography

Anderson, Bailey, "Are the Nazi Hunters ethically valid?" *Philosophy and History.com*, [www.philhisteth.com/nazihunt](http://www.philhisteth.com/nazihunt), Accessed 1 September 2022.

R4 C - Accurate, consistent bibliography, that encompasses some limited exploration of contrary perspectives.

Henshke, Paul, "Nazi Hunters and Ends and Means", *The History Guy Tells you Stuff Podcast- Myspace*, [www.myspace.com/thehistoryguytellsyoustuff/nazihunters](http://www.myspace.com/thehistoryguytellsyoustuff/nazihunters), no date

Rosenbaum, J. "Interview with Simon Wiesenthal", *Time-Life Magazine*, Autumn 1970, p. 22.

'Biography' Simon Wiesenthal Centre, [www.simonwiesenthalcentre.org/biography](http://www.simonwiesenthalcentre.org/biography), Accessed 2 September 2022

E	D	C	B	A	
Identifies the person's role in a general narrative of the Holocaust	identifies the person's significance in reference to other writing about the Holocaust	describes the person's significance in reference to other writing about the Holocaust	explains the person's significance in reference to other writing about the Holocaust	analyses the person's significance in reference to other writing about the Holocaust	R2
identifies a point of view which consists mainly of narration and/or repetition of simple sources	identifies a point of view using some rhetoric using general, secondary evidence	describes a clear point of view using rhetoric and uses some supporting primary and secondary evidence	explains a clear point of view using rhetoric effectively with relevant ex primary and secondary evidence	justifies a clear point of view with carefully chosen primary and secondary evidence and the effective and engaging use of rhetoric	R4/ C3
communicates with appropriate language for the audience	communicates using mostly accurate expression, speaks clearly and uses appropriate language for the audience	communicates using accurate expression, speaks clearly and uses appropriate language for the audience	communicates using accurate expression and varying intonation and rhetorical language to try and interest the audience	communicates using accurate expression and varying intonation to engage the audience	C4
	creates text using language techniques to communicate an opinion	creates text using language techniques to communicate an opinion	creates text using language techniques to establish a clear perspective	creates text using evocative language to establish a clear perspective	C1
creates a general biographical narrative	creates a biographical narrative	creates a simple biographical presentation with some evidence	creates a biographical presentation using conventions of logical biographical writing and reliable evidence	creates using conventions of logical biographical writing to enhance perspective using well-chosen and complex texts as evidence	C2
Researches biographical information and rhetorical strategies and presents ideas attempting to apply the principles of academic integrity through inaccurate referencing techniques	researches and describes biographical information and rhetorical strategies and presents to present view on biographical subject, sometimes accurately applying the principles of academic integrity	researches and explains biographical information and rhetorical strategies and to present view on biographical subject, accurately applying the principles of academic integrity	researches and explains biographical information and rhetorical strategies to present view on biographical subject, applying the principles of academic integrity	researches widely and independently, analysing and interpreting biographical information and rhetorical strategies to present view on biographical subject, applying the principles of academic integrity	R4
Reflection					
reflects on their thinking with little or no adjustment to their learning	reflects on their thinking with some adjustment to their learning	reflects on their learning and adjusts their approach to thinking and learning	reflects on their learning to develop and refine their thinking and approaches to learning	reflects independently on their learning to extend and refine their thinking and approaches to learning	R5
creates text with an opinion about own text	creates text using some argument and logic to communicate an opinion about own text	creates text using argument and logic to communicate an opinion about own text	creates text using argument and logic to establish a clear perspective about own text	creates text using clear argument and coherent logic to establish a clear perspective about own text	C1

<h2 style="text-align: center;">Nicholas George Winton</h2> <p style="text-align: center;">...</p>	
<h3>Who is Nicholas George Winton?</h3> <ul style="list-style-type: none"> <li>• Born- 19/05/1909</li> <li>• Died- 1/07/2015</li> <li>• He converted to christianity and baptised</li> <li>• Almost competed in the olympics</li> <li>• Raised three children and one was diagnosed with down syndrome</li> </ul> 	<p>Today I'm going to be discussing how Nicholas George Winton helped some Jewish people during the Holocaust. Nicholas Winton was born on the 19th of May 1909 in Hampstead, London and passed away on the 1st of July 2015. Winston had two other siblings, an elder sister named Charlotte and a younger brother, Robert. His parents were German Jews who moved to London before he was born. The family name was originally Wertheim, however changed to Winton. The family then became Christians. In 1923, Winton had worked at a couple of banks in different places. In 1931 he then moved to France to work and earned a banking qualification. When he returned to London, he became a broker at the London Stock Exchange as well as a very passionate socialist who became close to the Labour Party. In 1938 he had become an outstanding fencer and was selected for the British team. He was hoping to compete in the Olympics, but the games were cancelled due to war. After the war Winton got a job with the International Refugee Organization and then the International Bank for Reconstruction and Development in Paris, where he had met a woman named Grete Gjelstrup, who was a Danish Secretary. They got married on the 31st of October 1948. The couple settled in England where they raised three children, Nick, Barbara and Robin who was born with down syndrome. Winton supported his son and insisted to help him himself rather than him being sent to a residential home.</p>
<h3>Characteristic</h3> <ul style="list-style-type: none"> <li>• A nice and generous man</li> <li>• Loved helping people and families</li> <li>• Cared for children in need</li> <li>• Loved showing the world a different view on society</li> </ul>  <p><i>If people would work for a real ethical future... then most of humanity's problems would be solved.</i> - Sir Nicholas Winton</p> 	<p>Nicholas Winton was a nice, generous man that people approached for help. He was different to other people because he had a mission and it was to help rescue as many Jewish children as he could from the war. Nicholas loved helping out children in need and enjoyed finding them homes. He saw that outcome as very successful. Winton had a passion for helping children and taking care of them because he thought something different about the world and he knew if he could help children in need that he could have a different view and impact on people's lives.</p>

R4 E; C1 E - A simple biographical narrative with limited reference to topic of the Holocaust. Lack of focus or rhetorical emphasis on topic. A structure developed around theme or argument would improve focus and message.

C2 E; R2 D - This passage doesn't make sense prior to introducing more clearly his work with Jewish refugee children. Introduces rhetorical purpose of praising Winton.

<p><b>What motivated Nicholas to do what he did?</b></p> <ul style="list-style-type: none"> <li>• He felt sorry for the refugee children</li> <li>• He found it very heartbreaking</li> <li>• He began to realize that children suffering needed to come to a stop and needed to be solved.</li> <li>• He didn't want to give up on what he thought was needed for the world</li> <li>• He had a mission and he wanted to achieve it</li> </ul> 	<p>Nicholas George Winton heard about the refugees and other different groups of people that were enemies of Hitler that were not being looked after. He did his research and found out that the conditions for bringing in a child had to be that the family was willing and was able to look after the child and that 50 euros had to be deposited at the home office. Winton found this so heartbreaking that many of the refugees couldn't afford the price of a meal. The parents in the refugee desperately wanted to get their children to a safe environment as they couldn't manage to get visas for their whole family. He then begun to realize what suffering actually felt like for children. Nicholas then got warned that there was no organization in Prague that dealt with refugee children and they said to him, "if you want to have a go, have a go." So that's when he decided he was not going to give up and he said "I think there is nothing that can't be done if it is fundamentally reasonable". From then Nicholas Winton had a mission to help as many refugee children as he could.</p>
<p><b>Risks he might have faced</b></p> <ul style="list-style-type: none"> <li>• Rescuing the refugee children</li> <li>• Willing to risk his lives to save others</li> <li>• Very passionate to save Jewish children and find them homes</li> </ul> 	<p>Winton did not face any dangerous acts however the only risk he ever faced was the procedure of him rescuing the refugee children. This was a risk because it could have either failed completely or succeeded which is what he achieved after all the effort and time he put in. Risking this was something major towards him because it was something he was very passionate about and was willing to risk his life to save others.</p>
<p><b>How he saved children</b></p> <ul style="list-style-type: none"> <li>• He saved refugee children and found them new families and homes</li> <li>• He started his own organization</li> <li>• He helped out Martin Blake with the refugees</li> <li>• Rescued 669 jewish children from the war</li> </ul> 	<p>Winton not only saved refugee children but he also helped them find a new family and made sure they adjusted to it. Winton's organization started in 1938 when he was planning to go on a holiday to Switzerland, but instead decided to visit Prague and volunteer to help Martin Blake, who was an associate of the British Committee for Refugees. As it was being occupied by Germany, Winton was asked to assist in Jewish welfare work. After he finished working at the welfare agency, he then established his organization to aid children from Jewish families at risk from the Nazis. From 1933, Nazis ruled Germany and the House of Commons approved to allow refugees younger than the age of 17 to enter Britain. The children had to have a place to stay and a warranty of 50 pounds that had to be deposited with their return to their own country. After hearing this, Winton tried his absolute best to raise money and rescue as much children as he could and found them homes with families to support them.</p>

C2 C; C1 C - This is a simple biography with some evidence and minimal rhetoric. A structure developed around theme or argument would improve focus and message.

C4 E; C1 E - This is an attempt at rhetoric to replace meaning. Some tangled expression. Drawing more on source material would enrich this. Moral reasoning to justify positive rhetoric would also strengthen the piece.

C1 D; C2 D - This is a basic biographical narrative with a little rhetoric about Winton's feelings and motivation. A structure developed around theme or argument would improve focus and message.

<p><b>His Achievements</b></p> <ul style="list-style-type: none"> <li>• He received a letter from a former president of israel</li> <li>• In 1993 Queen Elizabeth II awarded him the member of the British Empire</li> <li>• 1998 he was awarded at the Hradcany Castle for his heroic achievements</li> <li>• 2002 he received a Knighthood from Queen Elizabeth II for his services to humanity</li> <li>• Two films were created about him ("All My Loved Ones" and "The Power of Good")</li> </ul> 	<p>Sir Nicholas Winton was one of many to receive acknowledgements for his humanitarian pre-war deeds. By rescuing 669 children from World War II, Winton started getting rewarded with achievements. He received a letter from a former president of the state Israel saying thank you. Winton was then made an Honorary Citizen of Prague. In 1993, Queen Elizabeth II, awarded him the Member of the British Empire and in 1998 the president of the Czech Republic awarded him at the Hradcany Castle for his heroic achievements. In 2002, he received a Knighthood from Queen Elizabeth II for his services to humanity. Everyone started to know about Nicholas Winton and his story so he is now the subject of two films by Czech filmmaker. The two films are "All My Loved Ones" and "The Power of Good". Winton got so far in his life with his achievements that people thought creating a film about his life was going to show everyone how he helped the world become a better place.</p>
<p><b>How he has become a source of inspiration</b></p> <ul style="list-style-type: none"> <li>• He is very known in today's society</li> <li>• Known as a hero to many</li> <li>• Helped people have a different understanding of this world</li> <li>• He gained power from helping others</li> <li>• Never gave up on what he thought was right</li> </ul> 	<p>Nicholas George Winton is a very known man in today's society and a lot of people see him as a hero. He has done many successful things in his life and has accomplished many achievements and rewards. He has helped children, families and many others in multiple ways and has his own films about how he achieved that. Winton was a man who gained influence just by helping people and showed the world that taking risks to help others saved many lives and opened up a new chapter for them. He inspired others to never give up and to do what they know is best for the world.</p>
<p><b>Bibliography</b></p> <ol style="list-style-type: none"> <li>1. En.wikipedia.org. (2018). <i>Nicholas Winton</i>. [online] Available at: <a href="https://en.wikipedia.org/wiki/Nicholas_Winton">https://en.wikipedia.org/wiki/Nicholas_Winton</a> [Accessed 11 Jun. 2018].</li> <li>2. Powerofgood.net. (2018). <i>The Power of Good - The Nicholas Winton Story</i>. [online] Available at: <a href="http://www.powerofgood.net/story.php">http://www.powerofgood.net/story.php</a> [Accessed 11 Jun. 2018].</li> <li>3. Moss, S. (2018). 'British Schindler' Nicholas Winton: I wasn't heroic. I was never in danger. [online] the Guardian. Available at: <a href="https://www.theguardian.com/world/2014/nov/09/british-schindler-nicholas-winton-interview">https://www.theguardian.com/world/2014/nov/09/british-schindler-nicholas-winton-interview</a> [Accessed 11 Jun. 2018].</li> <li>4. McFadden, R. (2018). <i>Nicholas Winton, Rescuer of 669 Children From Holocaust, Dies at 106</i>. [online] Nytimes.com. Available at: <a href="https://www.nytimes.com/2015/07/02/world/europe/nicholas-winton-is-dead-at-106-saved-children-from-the-holocaust.html">https://www.nytimes.com/2015/07/02/world/europe/nicholas-winton-is-dead-at-106-saved-children-from-the-holocaust.html</a> [Accessed 11 Jun. 2018].</li> </ol>	

C1 E -This is misleading. According to sources, Winton was not recognised until the 90s.

C1 C This is a simple description of significance with reference to texts. A structure developed around theme or argument would improve focus and message.

C3 C - The conclusion is a good summation of the speech.

R4 D - Some simple sources employed and cited in bibliography. Limited referencing in the text but Footnoted in rationale, so inconsistent but honest.

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## Rationale

It was very interesting to prepare a bibliography on Nicholas George Winton because he was so interesting and so modest.<sup>4</sup> Even his family didn't know about his work until he was old.<sup>5</sup> He had such an interesting life and did so much good that it was inspiring.

I wrote a narrative that was focused on topics instead of a simple narrative because then I could tell the listener more specifically about how he was so great. I used lots of adjectives and nice words to describe him to show my perspective on him. I based that on reading some good sources about in reliable newspapers and websites.

The pictures in my presentation would also persuade people he was significant despite being an ordinary person, like pictures of him as young and then pictures of him with the queen.

That shows a contrast which makes his story more amazing. I wanted the audience to think that they could make a difference and this biography shows that you can.

R5 D- This is indicative of some level of laudable reflection and iteration, but an assertion that is not well supported by the presentation.

C1 C - This student has considered the reliability of sources in research, which is an important skill.

R5 B - This is a plausible and justified reflection on the success of the images in the presentation. However, more substantial reflection on content would be better.

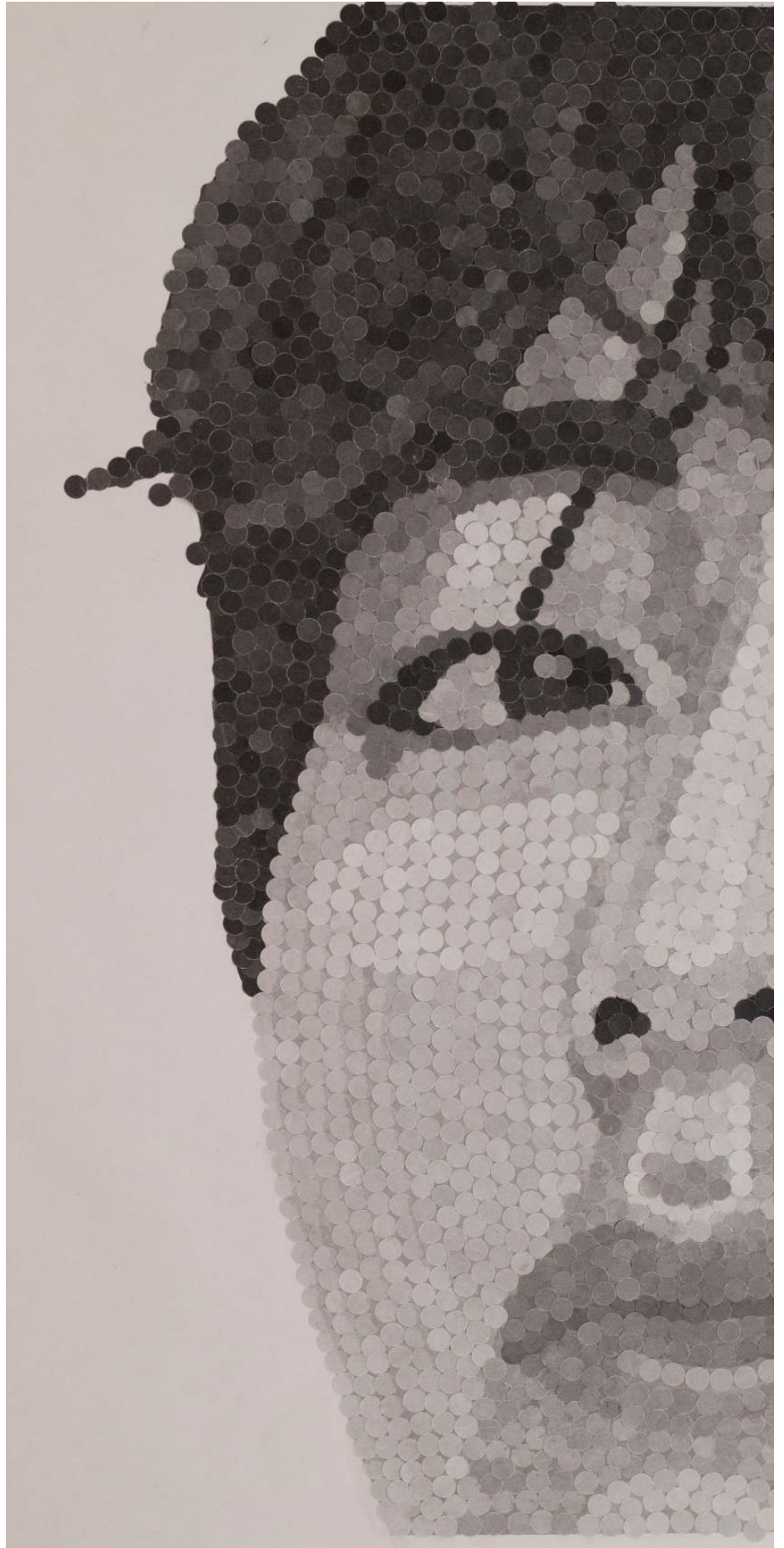
<sup>4</sup> S Moss, (2018). 'British Schindler' Nicholas Winton: I wasn't heroic. I was never in danger. [online] the Guardian

<sup>5</sup> Powerofgood.net. (2018). The Power of Good - The Nicholas Winton Story. [online] Available at: <http://www.powerofgood.net/story.php> [Accessed 11 Jun. 2018].

E	D	C	B	A	
Identifies the person's role in a general narrative of the Holocaust	identifies the person's significance in reference to other writing about the Holocaust	describes the person's significance in reference to other writing about the Holocaust	explains the person's significance in reference to other writing about the Holocaust	analyses the person's significance in reference to other writing about the Holocaust	R2
identifies a point of view which consists mainly of narration and/or repetition of simple sources	identifies a point of view using some rhetoric using general, secondary evidence	describes a clear point of view using rhetoric and uses some supporting primary and secondary evidence	explains a clear point of view using rhetoric effectively with relevant ex primary and secondary evidence	justifies a clear point of view with carefully chosen primary and secondary evidence and the effective and engaging use of rhetoric	R4/ C3
communicates with appropriate language for the audience	communicates using mostly accurate expression, speaks clearly and uses appropriate language for the audience	communicates using accurate expression, speaks clearly and uses appropriate language for the audience	communicates using accurate expression and varying intonation and rhetorical language to try and interest the audience	communicates using accurate expression and varying intonation to engage the audience	C4
	creates text using minimal rhetoric to communicate an opinion	creates text using basic rhetoric to communicate an opinion	creates text using rhetoric to establish a clear perspective	creates text using evocative rhetoric to establish a clear perspective	C1
creates a general biographical narrative	creates a biographical narrative	creates a simple biographical presentation with some evidence	creates a biographical presentation using conventions of logical biographical writing and reliable evidence	creates using conventions of logical biographical writing to enhance perspective using well-chosen and complex texts as evidence	C2
Researches biographical information and rhetorical strategies and presents ideas attempting to apply the principles of academic integrity through inaccurate referencing techniques	researches and describes biographical information and rhetorical strategies and presents to present view on biographical subject, sometimes accurately applying the principles of academic integrity	researches and explains biographical information and rhetorical strategies and to present view on biographical subject, accurately applying the principles of academic integrity	researches and explains biographical information and rhetorical strategies to present view on biographical subject, applying the principles of academic integrity	researches widely and independently, analysing and interpreting biographical information and rhetorical strategies to present view on biographical subject, applying the principles of academic integrity	R4
Reflection					
reflects on their thinking with little or no adjustment to their learning	reflects on their thinking with some adjustment to their learning	reflects on their learning and adjusts their approach to thinking and learning	reflects on their learning to develop and refine their thinking and approaches to learning	reflects independently on their learning to extend and refine their thinking and approaches to learning	R5
creates text with an opinion about own text	creates text using some argument and logic to communicate an opinion about own text	creates text using argument and logic to communicate an opinion about own text	creates text using argument and logic to establish a clear perspective about own text	creates text using clear argument and coherent logic to establish a clear perspective about own text	C1

ESSENTIAL ENGLISH  
INVESTIGATION TEST YR  
11

Cover art and internal art:  
Elesa Stellios 2019



INVESTIGATION TEST	
Course:	ESSENTIAL ENGLISH A
Unit:	Unit 2 – Making Connections
Year Group:	11
Assessment Conditions:	<ul style="list-style-type: none"> <li>• Test with unseen questions following an investigation focused on a documentary series.</li> <li>• Double lesson, 100 min</li> <li>• 30%</li> <li>• Exam conditions</li> <li>• Hand annotated copy of LONGTERMISM article and 1 page of research notes:</li> <li>• <a href="#">What is longtermism? - BBC Future</a></li> </ul>
Prior learning:	<p>This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.</p> <p>Students have studied the documentary series <i>The Future Of...</i> and read an article about William Macaskill’s concept of ‘longtermism’.</p>
<p><b>TASK SUMMARY:</b></p> <p>In this in-class Investigating task you must answer all questions in full sentences and paragraphs. For Questions 1-3, use evidence from the documentary episodes For Question 4, refer to the article and your independent research, citing your sources.</p> <p>Answer in full sentences, giving examples and references in your answers.</p>	
<p>LINKS TO BSSS ESSENTIAL ENGLISH A COURSE</p>	
<p><b>Unit: Making Connections</b></p>	
Content Descriptions	Elaborations
<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>• interpreting structural and language features and aural and visual cues used in texts</li> <li>• making inferences from content, text structures and language features</li> <li>• summarising ideas and information presented in texts</li> </ul>	<p>Students will demonstrate comprehension of the ideas and arguments in the ‘Future Of...’ texts. They will interpret meaning in relation to the rhetorical strategies employed and discuss the effect of those strategies.</p>

<ul style="list-style-type: none"> <li>identifying similarities and differences between own response to texts and responses of others</li> </ul>	
<p><b>Consider the ways in which context, purpose and audience influence meaning including:</b></p> <ul style="list-style-type: none"> <li>the ways in which main ideas, values and supporting details are represented in social, community and workplace texts</li> <li>the effects of mediums, types of texts and text structures on audiences, for example, pop-ups on websites, flashbacks in films and intonation in speeches</li> <li>the use of language features such as tone, register and style to influence responses, for example, character monologues in film, fiction and video games</li> </ul>	<p>Students will consider the techniques and rhetorical strategies of documentary film makers.</p>
<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>locating and selecting information from a range of sources</li> <li>identifying the relevance and usefulness of each source</li> <li>using different strategies for finding information such as taking notes to summarise and/or paraphrase information</li> </ul>	<p>Students will construct notes on key issues and rhetoric of the documentary series to support answering unseen questions. They will access and interpret notes under test conditions.</p>
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts</li> <li>selecting text structures, language features and visual techniques to communicate and represent ideas and information</li> <li>developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>using strategies for planning, drafting and proofreading, and appropriate referencing</li> </ul>	<p>Students communicate their answers to questions in clear and logical paragraphs using evidence.</p>
<p><b>Key concepts and ideas:</b></p>	<p>examine how the structure and language of texts varies in different modes, mediums and contexts</p> <p>understand reasons for language choices and their effects on audiences in a variety of texts and contexts</p> <p>create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.</p>

<b>Cross-curriculum priorities:</b>	Students will engage with broad ethical questions posed by questions about the future and technology. They will consider the implications of technology developed and used in Asia and Australia.
<b>General Capabilities:</b>	<ul style="list-style-type: none"> <li>• Literacy,</li> <li>• Numeracy,</li> <li>• Information and communication technology (ICT)</li> <li>• Critical and creative thinking</li> <li>• Personal and social, Intercultural understanding</li> <li>• Ethical Understanding</li> </ul> <p>Through interpreting texts and analysing arguments rhetorical and persuasive techniques that enhance and obscure meaning, to clarify their own positions, and communicating arguments that engage with ethical questions raised by social and technology problems, students will engage with the General Capabilities.</p>

## EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
High	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

### 1. Coverage of BSSS Accredited Courses

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

#### COMMENTS

Clearly engages with key concepts of the unit indicating those that are most appropriate for this type of task. Students are focused on analysing texts for form and content. The concept of “longtermism” – the idea that positively influencing the future is a key moral priority of our time – clearly addresses the cross-curriculum priority of sustainability and the general capabilities of ethical understanding and personal and social capacity, in addition to the expected literacy and critical and creative thinking capabilities.

### 2. Reliability

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

#### COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task i.e., instructions, and the marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e., evaluates, analyses etc. The comparability of responses is high.

### 3. Bias Awareness

High Bias Awareness - The suite of assessment tasks is designed that promote the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

#### COMMENTS

*English Year 11 Creative Task A Grade Annotated Exemplar*

All students complete a similar task. There is variation in task type, with this final task being a test. The questions are focused on key concepts and content in the course that was taught and so students were able to prepare if had chosen to do so. The test corresponds to core disciplinary capabilities.

#### 4. Levels of Thinking

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

#### COMMENTS

Higher Order Thinking is evident in this task as students are asked to analyse and evaluate sources. Students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision.

#### 5. Student Engagement

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

#### COMMENTS

Students are motivated by the testing condition to prepare and retain knowledge, as well as practice skills. With the chance to prepare and use their own notes they are supported in learning research techniques and being well-prepared for the task. Purposeful connection to ethical issues and the future appeal to student cohorts; research shows that concern about the future, equity and climate change are salient concerns for today's youth.

#### 6. Academic Integrity

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

#### COMMENTS

As an unseen task under exam conditions, students are unable to plagiarise or access unauthorised assistance. While students may be able to write general commentary based on plagiarised or AI sources, their ability to fit this information to the questions provided still permits assessment of critical thinking and appropriacy of choices.

## Test- A-grade Sample One

### 1. The Future of Health explores technological innovations which could allow us to live longer, healthier lives.

- analyse how the creators of this episode make the information presented engaging and thought-provoking for viewers
- Give examples of specific techniques used and their effect on the audience to support your analysis.

**You could analyse: the inclusion of interviews with experts; the impact of music and voiceover; the use of graphics; the role of transplant recipient Damien's personal story.**

The Future of Health episode and other episodes use auditory and visual techniques to engage the audience while also feeding information to supplement their points and to better the audience's understanding of what they are trying to convey. The episodes mainly use short durations for clips to keep the audience engaged in the content. For example, it switched from a scientist talking to Damien talking about experiences, to a clip of what might happen to the commentator talking over interesting pictures. That suits how people watch media now, for example in Tik Tok and Instagram people like short clips that change quickly and that keeps their attention. The clips are also so short to match the sentences, rather than a single clip to explain it all. The sentences are punchy and fast and don't drag on getting boring and complex.

KU2 B; KU3 B; C4 A; The student analyses the text to identify the rhetorical strategies and techniques used. There is some detail about how they are used but would have been better supported by specific examples and quotations. A few spelling and punctuation errors, but still fluent.

### 2. The Future of SPORT explores how technology could affect the experience of sport for both athletes and spectators.

- Outline the arguments for and against increasing the use of technology in sport
- Argue for your opinion on why we should or should not permit more technology in sport in the future.

Technology is rapidly changing and growing because of this it's also creating changes in other fields like sports. These changes are very hard to stop or control once people have them, like with mobile phones in class and stopping students using them. Sports organisations will have to adjust to the changes as they can't stop them. For example, mostly sports can't prevent doping and drug use to improve performance. Just like with drugs in sports, many people don't like it so some of these changes and possible advancements for the future of sports have caused a divide in whether or not they should be let through into sports. The advancements in technology can help sports by lowering the chance of getting injured with exoskeletons or more durable body parts, increase the limits of the human body, or recover

KU1- A; KU2/KU3- A; C2- A; C4- B; The student introduces the argument and also the outline of the arguments for and against. Sentence has too many clauses which are not cohesively linked therefore it lacks for clarity and fluency.

broken ones with special natural or unnatural implants, and to monitor and analyse athletes to maximise efficiency and athletes abilities better than humans right now. These improvements will also spread outside of sports to help regular people rather than just athletes, such as better sport shoes, improving prosthetics and wheelchairs. Although there are many pros, it doesn't mean there are no cons to the idea of increasing technology in sports. Besides the problems of unknown risks to some of these advancements, and one of the biggest problems is the accessibility of the improvements. If these changes are permitted to sports it will mean that many will be unable to participate because it is too expensive and change the competition into a money contest. That already happens in sports like the Winter Olympics, swimming or formula one. That is a problem because sport is enjoyed for its amazing feats but it is also enjoyed because of the athletes overcoming the problems and limits. Technology will change the heart of sports by making it just about the technology and not the people and because of that its better to create a new thing rather than deleting an old one. There can be competitions for the enhanced people but separate ones for natural people. People can decide what they want to do and watch. Then you can have both and still have benefits like things that help non-sports people, such as better prosthetic legs and arms.

KU2/3- A; A clear and concise summation of the information in the texts studied.

C4- A; A clear and effective transition signal.

KU1 A; Introduces own research and information to test and support the arguments from the text. The examples support the argument to follow.

C3 A; C4 A; Student returns to initial argument with a proposed solution. Examples of benefits and cons have strengthened the argument to reach this conclusion.

### 3. The Future of LIFE AND DEATH examines how digital data could be used to help people remember their loved ones.

**Analyse your perspective on this possibility with reference to specific examples. Is it something we should be doing or avoiding? What are some of the risks involved, and how can we guard against them?**

Overall, I believe its important to not avoid any technological advancements but to avoid implementing them right away is another thing entirely. In the episode Life and Death we are explained that in the future we will be able to scan digital and physical information of people who have passed and turn it into a high level chatbot to preserve the dead and to console those who are mourning. Ignoring the fact that using a chatbot to help people move on has its own problems, I think it depends on the person for whether or not it will help them or hurt them. For example, a person who has been traumatised by an abuser isn't going to like having to have a chat bot of their abuser around. From the public data available on a person to put into an AI chatbot, the dark side of the person the chat bot is based on might not be known or included and that would be

C3- A; constructs the paragraph with an argumentative structure that makes the view clear and is built around a specific example as demanded by the question.

very invalidating for victims. The real problem lies in the data as even though most of the data was probably acquired through public sources, some will not like it if their family knew something and put it in the AI or from physical items like a diary. It might involve the chatbot saying information people or victims might prefer to be secret. Choosing the data will be very difficult and sensitive. Just like with some information might not be information the deceased wanted to be stored in that it could be hacked or publicly viewed, especially since the computers of the future will be able to hack into and access anything easily with quantum technology. However, ignoring to advance technology would mean that we lose access to not just these possibilities but also what ever is ahead of them, like scanning the brain, which also means the accuracy of the chatbots will improve if implemented. The best way to guard against these problems is either to avoid implementing it until its security and accuracy has been improved. Also systems that protect privacy and make good choices about data will be needed first.

KU1 A; Uses own example to develop the point.

KU1- A; Analyses to move from the example to the principle. Focuses on a particular point of principle and develops a response that considers the particular and the general implications.

#### 4. The philosopher William Macaskill thinks that we should plan for the future using the concept of “longtermism”.

- Define what longtermism is
- Analyse the challenge or opportunity you investigated using an independent source
- Argue for how what you learned from your source fits in with longtermist thinking: Will it be important for and of benefit to future people? Why should we use time, effort and resources to develop this opportunity or challenge?

Effective altruism is a social movement started by Oxford philosopher William MacAskill made with the goal of spreading good ideas. ‘Longtermism’ is one of the ideas and it is the idea that positively influencing the long-term future is a key moral priority of our time. This idea is becoming more popular and widespread. However, Katie Steele from ANU in 2022 wrote Longtermism problem is making good guesses about the future which might be wrong. They could easily pick the wrong thing as being important. For example, a few people might be starving or in a war or in trouble but longtermism might let them die because they think that a longterm goal like saving a forest or protecting a boarder will help more people in the future. It seems cruel to watch children die while spending charity money on a long term goal that might not come true instead when you know how to save the children right now. We have to figure out how to help people now and in the future. There is lots

KU2/KU3- A; Effectively summarises the article. The analysis using a critique and showing their own view indicates critical thinking, even if the critique tends to strawman the longtermist, the parts about accurate prediction are reasonable and the contrary example of Mane is useful and shows independent research and knowledge of the world.

of money to do both if rich people want to. For example, the rich soccer player Sadio Mane spends lots of money on his hometown in Senegal. He is helping people now and for the future with emergency help in the pandemic and also building a school and a hospital. Mane shows you can do both. This is better long term thinking.

One idea that is being improved and researched is intelligence connected cars, as a step between our current system and the future system that uses complete automation for driving and traffic safety. This step in between may seem useless at first, but this will be vital in bringing change as it makes the transition smoother and safer for the people of today to help the people of tomorrow. Intelligence connected cars are able to connect to other cars and road tech like traffic lights using the system to compile an abundance of data to assist ourselves and our cars. This system will make driving easier and saves time picking the best route while avoiding jams and problems unexpected to us, even though some people will not like not being in charge of the driving. The efficiency of the system helps build trust in our relationship with technology while reducing the environment impact they could have caused. These cars and system will allow us to transition to safer and smoother to the future while reducing our environmental impact for the future. Even though it will be expensive and annoying now, this technology will be very helpful for saving future people from accidents and pollution that is why it is Longtermist.

KU1-A; uses a key principle of the Longtermist thinking to analyse the example.

KU1-A; C2-A; Analysis moves plausibly from the particular to the general in demonstrating the benefits of the example.

C3-A; a clear conclusion that agrees with the introduction and argument.

CRITERIA	A	B	C	D	E	
<b>RESPONDING</b>						
<b>Knowledge of text</b>	Demonstrates e comprehensive knowledge of the sources' form and content	Demonstrates good knowledge of the sources' form and content	Demonstrates sound knowledge of the sources' content with some reference to form	Demonstrates knowledge of the sources' content	Demonstrates some knowledge of the sources' content	KU 2 KU 3
<b>Critical and analytical skills</b>	Analyses the ideas and issues of the sources and their perspective with emphasis on the topic studied in class	Explains the ideas and issues of the sources and their perspective with emphasis on the topic studied in class	Describes ideas and issues of the sources with understanding of their perspective on the topic studied in class	Identifies some ideas and issues in the sources with little understanding of the perspective it's written from	Identifies few ideas or details from the source with minimal reference to the purpose and perspectives of the material	KU 1
<b>CREATING</b>						
<b>Use of examples/ quotations within the response</b>	Presents well-reasoned interpretations, selecting and integrating a range of relevant, persuasive and precise examples and quotes	Presents commentary supported by relevant examples and quotes	Presents relevant examples to support ideas	Uses some relevant examples to support ideas	Presents opinions with little or no reference to evidence	C3
<b>Control of technical aspects such as grammar, spelling and punctuation</b>	Communicates clearly, accurately and fluently	Communicates clearly and accurately	Communicates clearly with some accuracy	Communicates with inconsistent clarity and partial accuracy	Communicates without clarity and with limited accuracy	C4
<b>Control of paragraph form and sense of audience</b>	Effectively constructs a sustained, comprehensive response, communicating a variety of considered ideas	Constructs a logical, thorough response to communicate focused ideas	Constructs response with a sense of logic and development	Constructs a partially developed, inconsistently structured response	Uses some basic structural features with limited logic or development	C2

**COMMENT:****Grade & score:**

## Test – A-grade sample Two

**1. The Future of Health explores technological innovations which could allow us to live longer, healthier lives.**

- analyse how the creators of this episode make the information presented engaging and thought-provoking for viewers
- Give examples of specific techniques used and their effect on the audience to support your analysis.

**You could analyse: the inclusion of interviews with experts; the impact of music and voiceover; the use of graphics; the role of transplant recipient Damien’s personal story.**

The Future of Health episode in the ‘Future of...’ documentary looks at how the technology enhancements could allow for humans to live forever, but also about prolonging the lives of people with chronic illnesses. This episode is significantly eye-catching to watch, which makes the viewers even more engaged. The colours, sounds, transitions, and interviews are all separate aspects, but are all brought together to create an intriguing show for all viewers. Adding on to this, Damien’s personal story takes the episode to a much deeper level, as this new and improving technology actually saved his life. Adding in little snippets of stories like this makes the viewer want to pay more attention, rather than if the doctors are just talking about statistics and information. It actually makes you wonder how many other lives this ever improving technology could save, forcing the viewer to become invested in this topic after only 20minutes of viewing.

KU2/KU3-A; Demonstrates comprehensive knowledge by effectively summarises the point of the episode.

C3- A; Interprets the examples to support an argument about audience impact.

C2- A; Analysis moves from the particular to the general with a clear conclusion to the sustained argument over the paragraph.

**2. The Future of SPORT explores how technology could affect the experience of sport for both athletes and spectators.**

- Outline the arguments for and against increasing the use of technology in sport
- Argue for your opinion on why we should or should not permit more technology in sport in the future.

The Future of Sport episode discusses how the improvements in technology surrounding sport could heavily affect the experience of sport for athletes and spectators. In sport today, there is already a crazy amount of technology used compared to 30 years ago, which is used to enhance the sport for both the athletes and the fans. Advantages to even more technological enhancements consist of there being more sports competitions overall, it being more engaging for a wider range of audiences, enhancing the athletes' capabilities which will also make it more interesting for the spectators.

Although there are quite a few bonuses, a few arguments against even more technology being introduced is that takes away from the pure natural talent of the athletes, giving some competitors an unfair advantage, players who are wealthier are more likely to have access to the enhancements, also the fact that who actually owns the rights to the information about enhancements and what can they do with it might be hard to control. In my opinion, improving technology is not always a bad thing, but it is crucial to not let it get too far. Too far is the point where the athletes are more robot than they are human and only the rich could afford it. Sport is great for peoples' health and happiness and it gives opportunities to poor people like Yvonne Goolagong, Neymar or Carlos Teves who because they were such poor children could never have become the greatest players if they had to have had enhancements to succeed. If we are not careful then this could get way out of hand extremely quickly, and it would be so much harder to go back.

KU2/KU3-A; Demonstrates comprehensive knowledge by effectively summarises the point of the episode.

C4-A; Accurate, concise and clear outline of arguments against as required.

C2-A; Effective transition signal.

C4-A; Accurate, concise and clear outline of arguments for as required.

KU1-A; C3-B; Extends and supports argument with reference to own knowledge and is a persuasive choice, but use of idiom is imprecise. Clearer language would be better.

**3. The Future of LIFE AND DEATH examines how digital data could be used to help people remember their loved ones.**

**Analyse your perspective on this possibility with reference to specific examples. Is it something we should be doing or avoiding? What are some of the risks involved, and how can we guard against them?**

In the Future of Life and Death episode, it explores how digital data stored on the internet should be used for people to remember their past loved ones. I believe that using digital data from dead loved ones to remember them is unethical and should not be happening. Death is something that happens every day and everyone needs to go through it, as it makes you grow and become a bigger person through it. Death is something that human beings have had to deal with forever, and why should we alter how the afterlife works now? Some of the risks involved in this type of data sharing includes the fact that dead people could be doing or saying things that they never would have when they were alive because they could get it really wrong. It also means that we cannot control who has access to this data. For example, in the documentary they talk about what could happen when Facebook or Instagram have access to a past loved one's voice, photos etc. These major companies could practically do anything that they want with that information, like using it to promote something that that person would have never done or believed in when they were alive, which is a big risk for famous people. For example, Prince Harry and Megan Markle would be really angry if the newspapers made AI chatbots of them with the hacked information about them from their phones and letters after they were dead. Or if they made a Chatbot AI of Maradona and he was all drugged and drunk and not about his great playing it would upset his fans and relatives. As much as anyone would love more than anything to catch up with someone close to them who has passed away, the risks and ethics behind it are significantly larger than the benefits. Overall, it would be easier not to even start doing this and sharing information to this extent, because once it starts it will be even harder to stop and take it all back.

KU2/KU3-A; Demonstrates comprehensive knowledge by effectively summarising the point of the episode.

C2- A; A clear thesis statement.

C4/C3- C; Rhetorical questions is an ineffective rhetorical strategy as the argument is unclear.

KU1- A; Analysis moves from the general principle to the specific example from the text to support the developing argument.

KU1- A; C4- A; C2- A; a clear formulation of the cost-benefit analysis at the core of the piece's argument, and that follows into a clear conclusion.

**4. The philosopher William MacAskill thinks that we should plan for the future using the concept of “longtermism”.**

- **Define what longtermism is**
- **Analyse the challenge or opportunity you investigated using an independent source**
- **Argue for how what you learned from your source fits in with longtermist thinking: Will it be important for and of benefit to future people? Why should we use time, effort and resources to develop this opportunity or challenge?**

‘Long termism is the ethical view of positively influencing the long-term future, and the fact that it should be a priority right now. It is presenting the idea that “The future population matters just as much as people who are here right now.”(MacAskill, 2022) I looked closely into the ‘Future of Dating’ episode on Netflix, which presented the idea that finding the ‘perfect match’ could become reliant on Artificial Intelligence, by gauging the compatibility between two people. The episode also explores how much data that dating apps already currently hold on us, and how the extensively detailed algorithms work. For example, they know how long you looked at a person’s profile, what type of people you are attracted to, whether that is age, gender, race, skills, hobbies etc. But it also shows just how much further they could keep going, like being able to set you up with someone who is your ‘perfect match’, but you will have no clue and still think it is a coincidence. The idea of this type of match making presents multiple advantages and also disadvantages. Examples of some of the advantages to AI matchmaking consist of less effort needing to be put into finding your ‘perfect match’ and having less stress wondering if you are with the right person (the AI’s will not be wrong). Keeping this in mind, the less disadvantages outweigh the advantages in my opinion, for example, it takes away from the fun and surprise of dating, out might not actually find your ‘perfect match’ attractive, also what you think you want in a relationship is not necessarily who the AI’s would know to pair you with. In saying this, it is not a completely terrible idea, as it would also promote long termism by resulting in less divorce, less stress that come along with

KU2/KU3/C3- A;  
Defines clearly with a supporting quotation to summarise the point of the text.

C3- A; extends argument with a persuasive example.

C4/C2- A; a clear transition signal to progress the argument.

dating, everyone will have a 'perfect match' etc. Therefore, this style of dating app will most often be fine, but they come along with their own risks and side-effects. A problem with longtermism in this example is not thinking enough about the problems of dating apps now because you are thinking about how it will be better in the future. Now there are lots of problems with harassment and assault with dating apps. Avani Dias on the Hack on JJJ in 2020 and 2022 reported on the all the problems with apps making money while women get assaulted, but long termism is just thinking about AI making it better in the long term, not fixing it now. They should fix it now rather than in the future with better policies like verifying identities better. Though in the future AIs in apps will also prevent assaults because they will help catch them afterwards because they can't hide their identity from the AI. So they won't do it because they know they can be caught easily, unlike now. In conclusion, dating apps can be a lot better with thinking about the long term like including AI assistance.

KU1- A; extends analysis by applying own knowledge of the general to the particular of the article. The student entertains a critique but then comes to their own conclusion.

CRITERIA	A	B	C	D	E	
<b>RESPONDING</b>						
<b>Knowledge of text</b>	Demonstrates e comprehensive knowledge of the sources' form and content	Demonstrates good knowledge of the sources' form and content	Demonstrates sound knowledge of the sources' content with some reference to form	Demonstrates knowledge of the sources' content	Demonstrates some knowledge of the sources' content	KU 2 KU 3
<b>Critical and analytical skills</b>	Analyses the ideas and issues of the sources and their perspective with emphasis on the topic studied in class	Explains the ideas and issues of the sources and their perspective with emphasis on the topic studied in class	Describes ideas and issues of the sources with understanding of their perspective on the topic studied in class	Identifies some ideas and issues in the sources with little understanding of the perspective it's written from	Identifies few ideas or details from the source with minimal reference to the purpose and perspectives of the material	KU 1
<b>CREATING</b>						
<b>Use of examples/ quotations within the response</b>	Presents well-reasoned interpretations, selecting and integrating a range of relevant, persuasive and precise examples and quotes	Presents commentary supported by relevant examples and quotes	Presents relevant examples to support ideas	Uses some relevant examples to support ideas	Presents opinions with little or no reference to evidence	C3
<b>Control of technical aspects such as grammar, spelling and punctuation</b>	Communicates clearly, accurately and fluently	Communicates clearly and accurately	Communicates clearly with some accuracy	Communicates with inconsistent clarity and partial accuracy	Communicates without clarity and with limited accuracy	C4
<b>Control of paragraph form and sense of audience</b>	Effectively constructs a sustained, comprehensive response, communicating a variety of considered ideas	Constructs a logical, thorough response to communicate focused ideas	Constructs response with a sense of logic and development	Constructs a partially developed, inconsistently structured response	Uses some basic structural features with limited logic or development	C2

**COMMENT:****Grade & score:**