ASSESSMENT THREE

Y12 ORAL
INVESTIGATION TASK

Cover art and internal art:
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Essential English Year 12 Take Home Investigation Oral Exemplar

TITLE: INVESTIGATION ORAL TASK	
Course:	Essential English
Unit:	**Unit 3: Understanding Perspectives**
Year Group:	12
Assessment Conditions:	LENGTH: 5-7 minutes 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. 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.
Academic Integrity Measures	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 produces these multiple versions of your work as evidence of process.
Legitimate Uses for AI	- Suggesting initial project ideas of one line that you will expand on with your own analysis and research. - Asking advice about accurate information. - Using the design ideas AI in formatting slides. 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?"
Prior learning:	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.

TASK SUMMARY:

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:

- Helped the Jews during the Holocaust
- Belonged to a partisan group
- Participated in the resistance
- Fought in an uprising e.g. Warsaw ghetto

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- 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.

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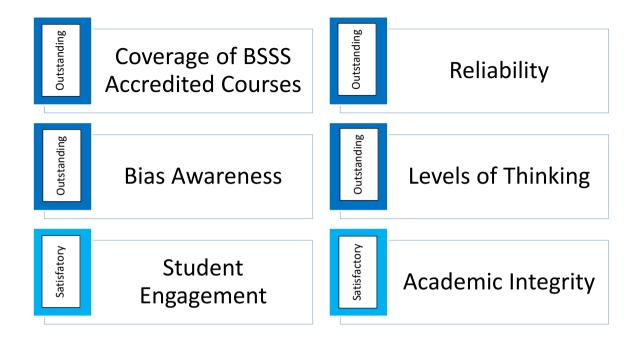
• questionnaires, library and/or internet resources • selecting text structures, language features and visual techniques to communicate and represent ideas and information • categorising and integrating ideas and information about specific themes or ideas understanding ethical research practices	
Create a range of texts: • using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies • selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes • developing appropriate vocabulary and using accurate spelling, punctuation and grammar • using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing	Students create a biographical text for an oral presentation. The justify choices in a written rationale and reflection.

Key concepts:	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.
Key ideas:	• examine the ways that points of view are presented in texts for different purposes and contexts • understand how language choices persuade specific audiences • create oral, written and multimodal texts that convey a point of view.
Cross-curriculum priorities:	Aboriginal and Torres Strait Islander Histories and Cultures – Examination of culpability in genocide of bystander populations, colonisation, racism and prejudice, survival
General Capabilities:	Ethical Understanding, Personal and Social Capability, Literacy.

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| | Examining one of the great ethical failings of the 20th century. Building understanding of personal obligations and ethical standing. Developing literacy in engaging with a range of texts. |
| | Developing oral presentation skills is another aspect of literacy and personal and social capability. |

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

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Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
Satisfatory	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.

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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.

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ANNOTATED STUDENT WORK C GRADE

Link to the podcast Recording

https://www.dropbox.com/s/ecc7vw1hq1ebb4k/Essential%20English%20Oral%20Presentation%20for%20Und

erstanding%20Perspectives%20B%20Sample.mp3?dl=0 ←

> 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.

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

Wiesenthal was born on the 31st of December 1908 and passed away on the 20th 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.

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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[1]. 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.[2] 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.[3] 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.

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

[2] See for example, Henshke, Paul, "Nazi Hunters and Ends and Means", *The History Guy Tells you Stuff Podcast-Myspace,* www.myspace.com/thehistoryguytellsyoustffe/nazihunters;

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

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Bibliography

Anderson, Bailey, "Are the Nazi Hunters ethically valid?" *Philosophy and History.com*,

www.philhisteth.com/nazihunt, Accessed 1 September 2022.

Henshke, Paul, "Nazi Hunters and Ends and Means", *The History Guy Tells you Stuff Podcast- Myspace,*

www.myspace.com/thehistoryguytellsyoustffe/nazihunters, no date

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

'Biography' Simon Wiesenthal Centre, www.simonwiesenthalcentre.org/biography, Accessed 2 September

2022

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

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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 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

Essential English Year 12 Take Home Investigation Oral B Grade Exemplar

Nicholas George Winton

Who is Nicholas George Winton?

- Born- 19/05/1909
- Died- 1/07/2015
- He converted to christianity and baptised
- Almost competed in the olympics
- Raised three children and one was diagnosed with down syndrome

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.

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.

Characteristic

- A nice and generous man
- Loved helping people and families
- Cared for children in need
- Loved showing the world a different view on society

If people would work for a real ethical future… then most of humanity's problems would be solved.

Sir Nicholas Winton

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.

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.

English Year 11 Creative Task A Grade Annotated Exemplar

What motivated Nicholas to do what he did?

- He felt sorry for the refugee children
- He found it very heartbreaking
- He began to realize that children suffering needed to come to a stop and needed to be solved.
- He didn't want to give up on what he thought was needed for the world
- He had a mission and he wanted to achieve it

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.

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.

Risks he might have faced

- Rescuing the refugee children
- Willing to risk his lives to save others
- Very passionate to save Jewish children and find them homes

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.

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.

How he saved children

- He saved refugee children and found them new families and homes
- He started his own organization
- He helped out Martin Blake with the refugees
- Rescued 669 jewish children from the war

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.

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.

English Year 11 Creative Task A Grade Annotated Exemplar

His Achievements

- He received a letter from a former president of Israel
- In 1993 Queen Elizabeth II awarded him the member of the British Empire
- 1998 he was awarded at the Hradcany Castle for his heroic achievements
- 2002 he received a Knighthood from Queen Elizabeth II for his services to humanity
- Two films were created about him ("All My Loved Ones" and "The Power of Good")

A VERY RELUCTANT HERO

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.

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.

How he has become a source of inspiration

- He is very known in today's society
- Known as a hero to many
- Helped people have a different understanding of this world
- He gained power from helping others
- Never gave up on what he thought was right

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.

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

Bibliography

1. En.wikipedia.org. (2018). *Nicholas Winton*. [online] Available at: https://en.wikipedia.org/wiki/Nicholas_Winton [Accessed 11 Jun. 2018].
2. Powerofgood.net. (2018). *The Power of Good - The Nicholas Winton Story*. [online] Available at: http://www.powerofgood.net/story.php [Accessed 11 Jun. 2018].
3. Moss, S. (2018). *'British Schindler' Nicholas Winton: I wasn't heroic. I was never in danger*. [online] the Guardian. Available at: https://www.theguardian.com/world/2014/nov/09/british-schindler-nicholas-winton-interview [Accessed 11 Jun. 2018].
4. McFadden, R. (2018). *Nicholas Winton, Rescuer of 669 Children From Holocaust, Dies at 106*. [online] Nytimes.com. Available at: https://www.nytimes.com/2015/07/02/world/europe/nicholas-winton-is-dead-at-106-saved-children-from-the-holocaust.html [Accessed 11 Jun. 2018].

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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English Year 11 Creative Task A Grade Annotated Exemplar

Rationale

It was very interesting to prepare a bibliography on Nicholas George Winton because he was so interesting and so modest.[4] Even his family didn't know about his work until he was old.[5] 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.

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

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

English Year 11 Creative Task A Grade Annotated Exemplar

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

English Year 11 Creative Task A Grade Annotated Exemplar