



Essential English A

Quality assessment tasks and annotations

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Cover art and internal art: Elesa Stellios 2019. Thank you for the permission to use your beautiful work.

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

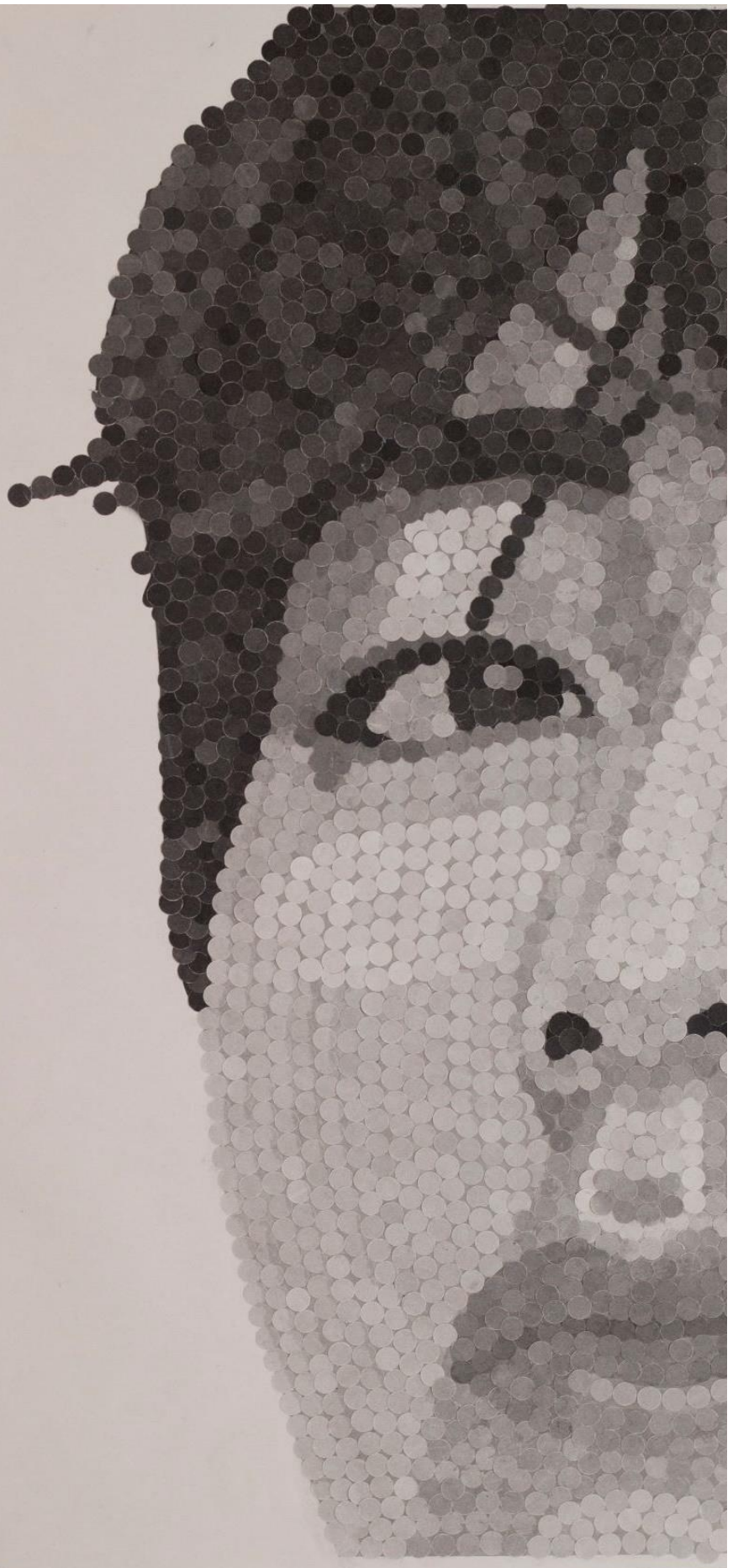
Achievement Standards for English A Courses – Year 12

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

ASSESSMENT ONE

Y11 IN-CLASS LITERARY
ESSAY

Cover art and internal art:
Elesa Stellios 2019



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"> • 2 hours • Open book: you may bring in any notes taken in class over the term on paper • In-class under Test Conditions • Meet the word requirements (10% under/over) • Write in formal style (do not use “I”), using structured paragraphs
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>Task Summary:</p> <p><i>The original task was formatted with spaces and lines to guide students in volume of content.</i></p> <p>Task: Answer all of the following questions in clear paragraphs of 150-200 words</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><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></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><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></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>Extract:</p> <p>Wednesday, 3 May 1944</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"> understand ethical research practices <p>Create a range of texts:</p> <ul style="list-style-type: none"> 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 	
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"> 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:	
General Capabilities:	<p>Literacy</p> <p>Critical and Creative Thinking</p> <p>Ethics, Personal and Social Capability</p>

12 In-class Test	A	B	C	D	E	
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. These are some questions that Anne asks

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.

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.

RESPONDING	A	B	C	D	E
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.

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