Assessment schedule: English 90052

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has developed and structured a short story of at least 350 words in which a character has to make a difficult decision, using language features appropriate to audience and purpose. In the sample from which these examples are taken, one twin has to make a decision to donate a kidney.  The student has   * built on a single idea by adding details or examples, such as further explanation or unpacking the main ideas. The idea that one of the twins has been influenced by others since moving to a new town is developed in the first paragraph.   For example:  *Katie and I used to be like two peas in a pod, we were practically inseparable, we always knew what one another were thinking.*  *“That’s our twins!” Mum used to boast proudly, when ever we had guests. But not lately, ever since we moved towns Katie has become a completely different person. She’s been hanging out with the ‘wrong crowd’, wagging school and God knows what else.*   * linked that idea to other ideas and details in a way that is appropriate to a short story. In the example, trouble is foreshadowed, which comes in the form of a car crash and the subsequent decision for one twin to donate a kidney, and the implications of changing one’s mind, which is developed in the following paragraphs.   For example:  *I’m sorry to inform you that your daughter, Katie has been involved in a car crash and is in intensive care at Waikari Hospital.”*  *Just like that everything I knew as my life had changed…*  *…Silence, as I thought of my decision.*  *Suddenly I blurted, “Why do I have to give up part of myself for her, she doesn’t deserve it, she brought this all on herself.”…*  *…What had I done? So that Sunday morning at 8.30 am I made my way down to Waikari Hospital, where mum and dad had spent the night to tell them about my new change of heart…but it had already been too late.*   * used language features (vocabulary, syntax, stylistic features, and written text conventions) as appropriate to the audience and purpose.   For example:  *As I slowly made my way down the hallway, it felt like every step I took I was standing on thousands of agonising needles. I fetched my parents, as mum saw the man standing on the front step I could see her face become visibly tighter.*   * used written text conventions without intrusive errors or significant error patterns (e.g. unintentional sentence fragments, repeated spelling errors, mixed verb tense, ‘run-on’ syntax). In this sample there is some awkward use of syntax and structures, but not sufficient to be intrusive.   For example:  *As I slowly made my way down the gleaming, white passage towards the intensive care unit at the hospital. I couldn’t even recognise her with all the bloody gashes and the tubes sticking out of her everywhere.* | The student has convincingly developed and structured a short story of at least 350 words, in which a character has to make a difficult decision, using language features appropriate to audience and purpose with control. In the sample from which these examples are taken, a student dies as a result of anorexia.  The student has   * built on a single idea by adding details or examples, such as further explanation or unpacking the main ideas so that the short story is generally credible. However the fainting and sudden death is a little too dramatic to be effective. The idea of the narrator’s desire to be beautiful (skinny) and envy (of Alysha) is established and developed convincingly.   For example:  *I stared in the mirror. A short, brown-haired, brown-eyed, fat girl stared back at me...*  …*The models in the magazines were skinny. So skinny they looked like they hadn’t eaten in a month. My best friend Alysha was that skinny and she hardly eats anything. I wanted to be that skinny. Skinny was beautiful…*  *… I felt so tired all the time, like I could drop dead any second. But I was happy; I had never been so skinny before…*  *…I stood in front of my bookshelf and grabbed the large stack of fashion magazines. I laid them out on my bed. I opened the first one I saw and turned to the fashion section. The models in my magazines were skinny. So skinny they looked like they hadn’t eaten in a month. My best friend Alysha was that skinny. But now she’s dead.*   * linked and connected that idea to other ideas and details in a way that is appropriate to a short story.   For example:  *That wasn’t fair; Taylor had a great body, curvy in all the right places. But not as great as Alysha’s.*  *…I stole a glance at Alysha. She was skinnier than I thought. Her skin was moulded around her ribs and collarbone, and her long arms and legs looked like twigs, like you could snap them with your fingers…*  *…My eyes shifted out of focus, and all I could see was the horrible vision of Alysha, falling, in slow-motion, to the damp, mossy ground.*   * selected and linked language features as appropriate to the intended audience and purpose for the selected text type. The dialogue between the girls is realistic and convincing.   For example:  *Come on Jess!” my other friend Taylor said. “You haven’t eaten all day!”…*  *… Ugh, I look so fat,” Alysha said. “I think I might cut down to one snack a day”.*  *“Seriously Al, you’re so skinny,” Taylor said.*  *“I think she looks great,” I said.*  *“No she doesn’t, she looks disgusting. So do you, Jess. I think you both need help”…*  …*The models in my magazines were skinny. So skinny they looked like they hadn’t eaten in a month. My best friend Alysha was that skinny. But now she’s dead.*   * used written text conventions accurately so that the writing contains only minor errors. | The student has effectively developed and structured a short story of at least 350 words, in which a character has to make a difficult decision, using language features appropriate to audience and purpose to command attention. In the sample from which these examples are taken, the writer is confronted with a beggar for the first time.  The student has   * built on a single idea by adding details or examples, such as further explanation or unpacking the main ideas so that the short story is compelling. The ideas are developed convincingly through the motif of the jacket causing the narrator to see a desperate situation.   For example:  *My jacket rubbed against another, the resistance a cue for me to look around. I could see smoke drifting amongst all different kinds of people, those going to appointments, jobs and meetings. As my eyes lowered towards the side of the pavement I saw another group of people, perhaps less ordinary. They sat awaiting the pity of those walking by. I stood amazed, for those people were beggars.*   * linked that idea to other ideas and details so that the story is well-organised. The jacket pocket contains the ten dollar note which will alleviate the beggar’s situation temporarily - the tugging of the jacket signals the narrator’s departure from the situation.   For example:  *My hand warm in my pocket, fingers jostling between the note...*  …*The note dad had given me five minutes earlier. Ten dollars to buy groceries, but what to give this man? My fingers were still holding the paper note…*  *…My hand reached towards his. Ever so slowly, he snatched the ten dollar note…*  *…Mum tugged my jacket to leave and we walked into the mass of people.*   * selected, linked and sustained language features in an original manner, or in a distinctive personal voice, dimension or viewpoint as appropriate to their audience and purpose for the selected text type. In this sample, the narrator has built on an internal monologue in response to the situation, expressing feelings of guilt, bewilderment by others’ indifference etc.   For example:  *I shut my eyes to escape reality and felt an impulse of guilt. So many people were walking by. I looked up.* And the description of the beggar develops the idea of his desperation in contrast to the narrator’s own life.  For example:  *Familiar surroundings seemed less ordinary. The people around me were a blur; all I could see was this man. His beard now swaying against the soft breeze, but his eyes in a fixed position… I remember his eyes stinging my back as I walked away. I looked around to see him smile sitting on the side of the pavement. It was worth everything.)*   * used written text conventions accurately so that the writing contains only minor errors. |

Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.