

# Exploring points of view

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Assessment description	Category
Students create a written explanation of the points of view of characters involved in an ethical dilemma depicted in a literary text.	Written
	<b>Technique</b>
	Informative (explanation)
<b>Context for assessment</b>	<b>Alignment</b>
<p>An awareness of how language can be used to influence judgments about behaviour and influence opinions, and that language can carry embedded negative and positive connotations, is an important skill for students to develop.</p> <p>Prior to this assessment, students examine and discuss a range of literary texts (junior/young adolescent fiction, film and digital texts) that include an ethical dilemma and learn about ways that language is used to represent characters and points of view. Students engage in organised classroom activities designed to support development of their ethical understanding, for example discussions of the issues and dilemmas represented in these texts, and how ethical principles affect the behaviour and judgment of characters and those involved in issues and events. Students apply the skills of reasoning, empathy and imagination, consider and make judgments about actions and motives, and speculate on how life experiences affect and influence people’s decision making and whether various positions held are reasonable. (Adapted from Australian Curriculum: English General capabilities <a href="http://www.australiancurriculum.edu.au/english/general-capabilities">http://www.australiancurriculum.edu.au/english/general-capabilities</a>.)</p> <p>Students use this knowledge and understanding to create a series of paragraphs that explain the points of view of two characters involved in an ethical dilemma.</p>	<p><i>Australian Curriculum v7.0</i>, Year 5 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a></p> <p>Year 5 English standard elaborations available at: <a href="http://www.qcaa.qld.edu.au/downloads/p_10/ac_eng_yr5_se.pdf">www.qcaa.qld.edu.au/downloads/p_10/ac_eng_yr5_se.pdf</a>.</p> <p><b>Connections</b></p> <p>This assessment could be used with the Queensland Curriculum and Assessment Authority (QCAA) Australian Curriculum resource titled <i>Year 5 plan — English exemplar</i> available at: <a href="http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr5_plan.doc">www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr5_plan.doc</a>.</p> <p><b>Definitions</b></p> <p><b>Point of view:</b> A particular attitude or way of considering a matter; the viewpoint of an author, audience or characters in a text.</p> <p><b>Literary texts:</b> Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings.</p> <p><b>Dilemma:</b> A situation in which a difficult choice has to be made between two or more alternatives; a difficult situation or problem.</p> <p><b>Ethical:</b> Relating to right and wrong in conduct.</p>
<b>In this assessment</b>	
<p>Teacher guidelines</p> <p>Student booklet</p> <p>Task-specific standards — continua</p> <p>Task-specific standards — matrix</p> <p>Assessment resource: Evaluative language</p>	

# Teacher guidelines

## Identify curriculum

Content descriptions to be taught		
Language	Literature	Literacy
<p><b>Language for interaction</b></p> <ul style="list-style-type: none"> <li>Understand how to move beyond making bare assertions and take account of differing perspectives and points of <b>view</b> (ACELA1502)</li> </ul> <p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>Understand that the starting point of a <b>sentence</b> gives prominence to the message in the <b>text</b> and allows for <b>prediction</b> of how the <b>text</b> will unfold (ACELA1505)</li> </ul> <p><b>Expressing and developing ideas</b></p> <ul style="list-style-type: none"> <li>Understand how <b>noun</b> groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)</li> <li>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</li> <li>Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)</li> </ul>	<p><b>Literature and context</b></p> <ul style="list-style-type: none"> <li>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</li> </ul> <p><b>Responding to literature</b></p> <ul style="list-style-type: none"> <li>Present a <b>point of view</b> about particular literary texts using appropriate <b>metalanguage</b>, and reflecting on the viewpoints of others (ACELT1609)</li> <li>Use <b>metalanguage</b> to describe the effects of ideas, <b>text</b> structures and <b>language features</b> on particular audiences (ACELT1795)</li> </ul> <p><b>Examining literature</b></p> <ul style="list-style-type: none"> <li>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</li> </ul>	<p><b>Texts in context</b></p> <ul style="list-style-type: none"> <li>Show how ideas and points of <b>view</b> in texts are conveyed through the use of vocabulary, including <b>idiomatic expressions</b>, objective and subjective language, and that these can change according to <b>context</b> (ACELY1698)</li> </ul> <p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a <b>point of view</b> (ACELY1699)</li> </ul> <p><b>Interpreting, analysing, evaluating</b></p> <ul style="list-style-type: none"> <li>Identify and explain characteristic <b>text</b> structures and <b>language features</b> used in imaginative, informative and persuasive texts to meet the purpose of the <b>text</b> (ACELY1701)</li> <li>Navigate and <b>read</b> texts for specific purposes applying appropriate <b>text processing strategies</b>, for example predicting and confirming, monitoring meaning, skimming and <b>scanning</b> (ACELY1702)</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing <b>text</b> structures, <b>language features</b>, images and sound appropriate to purpose and <b>audience</b> (ACELY1704)</li> <li>Reread and edit student's own and others' work using agreed criteria for <b>text</b> structures and <b>language features</b> (ACELY1705)</li> </ul>

### General capabilities (GCs) and cross-curriculum priorities (CCPs)

This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the Year 5 English curriculum and assessment page: [www.qcaa.qld.edu.au/yr5-english-resources.html](http://www.qcaa.qld.edu.au/yr5-english-resources.html).



Literacy



ICT capability



Critical and creative thinking



Personal and social capability



Ethical understanding



Intercultural understanding



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



Sustainability

### Achievement standard

This assessment provides opportunities for students to demonstrate the following highlighted aspects.

#### Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how **text** structures assist in understanding the **text**. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They **listen** and ask questions to clarify content.

#### Productive modes (speaking, writing and creating)

Students use **language features** to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Source: ACARA, The Australian Curriculum v7.0, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

# Sequence learning

## Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QCAA's Year 5 English Year level plan. The knowledge, understanding and skills in the Year level plan will prepare students to engage in this assessment:

- See Year 5 plan — English exemplar  
[www.qcaa.qld.edu.au/downloads/p\\_10/ac\\_english\\_yr5\\_plan.doc](http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr5_plan.doc).

## Adjustments for needs of learners

To make adjustments, teachers refer to learning area content aligned to the child's chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross-curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the student's current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.

For information to support students with diverse learning needs, see:

- Queensland Curriculum and Assessment Authority materials for supporting children with diverse learning needs [www.qcaa.qld.edu.au/10188.html](http://www.qcaa.qld.edu.au/10188.html)
- Australian Curriculum Student Diversity [www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice](http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice)
- The *Melbourne Declaration on Educational Goals for Young Australians* [www.curriculum.edu.au/mceecdya/melbourne\\_declaration,25979.html](http://www.curriculum.edu.au/mceecdya/melbourne_declaration,25979.html)
- The *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au).

## Resources

**Online** — websites with links to resources teachers may find useful in selecting and working with literary texts

- The Children's Book Council of Australia, *Children's Book of the Year Awards* [www.cbca.org.au/awards.htm](http://www.cbca.org.au/awards.htm)
- Australian Curriculum, Assessment and Reporting Authority, *Advice on selection of literary texts* <http://www.australiancurriculum.edu.au/English/Advice-on-selection-of-literary-texts>
- Australian Curriculum, Assessment and Reporting Authority, *General capabilities: Ethical understanding across the curriculum* <http://www.australiancurriculum.edu.au/GeneralCapabilities/ethical-understanding/introduction/ethical-understanding-across-the-curriculum>
- Australian Curriculum, Assessment and Reporting Authority, *General capabilities: Ethical understanding* <http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Ethical-understanding>
- The Primary English Teaching Association Australia (PETAA), Resources <http://www.petaa.edu.au/resources>
- Queensland Government, Department of Education, Training and Employment, *Premier's Reading Challenge booklist* <http://education.qld.gov.au/library/resource/prc.html>

This website provides booklists for Year 5–7 students and Year 3–5 students from previous Reading Challenges.

Year 5 to Year 7

<http://education.qld.gov.au/library/resource/prc2014-year5-year7.html>

<http://education.qld.gov.au/library/resource/prc2013-year5-year7.html>

<http://education.qld.gov.au/library/resource/prc2012-year5-year7.html>

<http://education.qld.gov.au/library/resource/prc2011-year5-year7.html>

<http://education.qld.gov.au/library/resource/prc2010-year5-year7.html>

<http://education.qld.gov.au/library/resource/prc2009-year5-year7.html>

<http://education.qld.gov.au/library/resource/prc2008-year5-year7.html>

### Year 3 to Year 5

<http://education.qld.gov.au/library/resource/prc2014-year3-year5.html>

<http://education.qld.gov.au/library/resource/prc2013-year3-year5.html>

<http://education.qld.gov.au/library/resource/prc2012-year3-year5.html>

<http://education.qld.gov.au/library/resource/prc2011-year3-year5.html>

<http://education.qld.gov.au/library/resource/prc2010-year3-year5.html>

<http://education.qld.gov.au/library/resource/prc2009-year3-year5.html>

<http://education.qld.gov.au/library/resource/prc2008-year3-year5.html>

<http://education.qld.gov.au/library/resource/prc2007-year3-year5.html>

**Print** — examples of literary texts in which characters face ethical dilemmas/difficult situations

- Bastian, G 2006, *The Goldseekers*, Angus & Robertson, Pymble, NSW

A story about the struggles faced by two Korean children living on the Australian goldfields in the 1850s. 'Kidnapped from their homeland, Miju and her older brother Chung-Kai work on the goldfields of New South Wales to save for their passage home. Their friend Sam and his father Bill are also trying their luck at the diggings and hope to take a fortune home to their family. Life is hard at Burrangong, but both parties manage to eke out a living, until disaster strikes...'

(Source: [http://www.gregbastian.com.au/about\\_goldseekers.htm](http://www.gregbastian.com.au/about_goldseekers.htm)) For ages: 11+

- Chambers, A 1994, *The Present Takers*, Red Fox Publishing, UK

'Lucy Hall's life is being made an utter misery by Melanie Prosser and her two bullying sidekicks — the present takers — who hassle and threaten her every day at the school gate for presents and money. Too ashamed to tell her parents, and too scared to tell her teacher, Lucy finds an unexpected ally in scruffy Angus Burns who knows exactly what's been going on. When things start to get really nasty for Lucy, there's only one thing to do: take on the present takers and silence them once and for all.' (Source:

<http://www.aidanchambers.co.uk/present.htm>) For ages: 9+

- Fensham, E 2009, *Matty Forever*, University of Queensland Press

'Bill and Matty are neighbours. And best friends. Together they share their deepest, darkest secrets and lean on each other when things aren't right at home. Bill is missing his father and having a hard time at his new school. And Matty is realising that her family is not quite the same as everyone else's. But when new girl Isabella decides she wants Bill all to herself, Bill and Matty discover what true friendship means.'

(Source: <http://www.uq.edu.au/book.aspx/1061/Matty%20Forever>) For ages: 7+

- French, J 2011, *Nanberry: Black Brother White*, Harper Collins Publishers, Australia

'In 1789, in Sydney Cove, Surgeon John White adopts Nanberry, an Aboriginal boy. Nanberry uses his gifts as an interpreter to bridge the worlds he lives in. With his white brother, Andrew, he witnesses the struggles of the colonists. And yet he is haunted by the memories of Cadigal warriors who will one day come to claim him as one of their own. This true story follows the brothers as they make their way in the world — one as a sailor in the Royal Navy, the other as a hero of the Battle of Waterloo.'

(from the publisher's synopsis)

For ages: 11+

The Primary English Teaching Association Australia (PETA) has developed an Australian Curriculum based unit of work using *Nanberry: Black Brother White* as the central resource:

<http://www.petaa.edu.au/resources/literature-singles/nanberry>.

- Morgan, S, Sheehan, P (illustrator) 2011, *Charlie Burr and the Three Stolen Dollars*, Little Hare Books, Victoria

'Charlie is like most of his readers: he just wants to have fun, avoid his sisters and try not to get into trouble with his parents. It all begins with the three stolen dollars, used by Charlie to buy an icy pole. And from there it quickly turns into disaster after disaster that our main character never wanted or anticipated. With a dingo for a pet, a racing camel and an angry mum, Charlie must find a way to repay the three dollars and convince his mum to let him keep Spike the dingo.'

(Source: <http://www.kids-bookreview.com/2011/05/review-charlie-burr-and-three-stolen.html>) For ages: 7+

- Nannestad, K 2013 *The Girl Who Brought Mischief*, Harper Collins Publishers, Australia

'In the tradition of *Anne of Green Gables* and *Heidi* comes a heart-warming novel set in Denmark in 1911 about love, family, grief and joy. When Inge Maria arrives on the tiny island of Bornholm in Denmark to live with her grandmother, she's not sure what to expect. Her grandmother is stern, the people on the island are strange, and children are not allowed to run wild or express themselves the way they did back in Copenhagen — especially if you are a girl. Inge Maria tries not to feel sorry for herself, but she misses her mama. And on top of everything else, mischief seems to have a way of finding her no matter how hard she tries to be good ... But could it be that a bit of mischief is exactly what Grandmother and the people of Bornholm need?' (Source: <http://www.harpercollins.com.au/books/Girl-Who-Brought-Mischief-Katrina-Nannestad/?isbn=9781743098967>) For ages: 8–12.

- Norrington, L 2003 *The Barrumbi Kids*, Omnibus Books, Norwood SA  
This is the first in a series of three novels dealing with a family living in a remote Aboriginal community in the Northern Territory. It is followed by *Spirit of Barrumbi* and *Leaving Barrumbi*. *The Barrumbi Kids* is the story of best friends, Dale and Tomias, who live in the little outback town of Barrumbi in the Northern Territory. Their days are filled with negotiating school, teachers, family, enemies and the two cultures from which they come. They both love the land, even though it can be a dangerous place: fire, snakes, crocodiles and drought all present moments of excitement and challenge (Source: <http://narrelleharris.wordpress.com/2013/01/21/review-the-barrumbi-kids-by-leonie-norrington-aww-challenge-2013-1/>) For ages: 8+
- Rodda, E 1993, *Rowan of Rin*, Omnibus Books, Scholastic Australia  
This is the first novel in the *Rowan of Rin* series of children's fantasy novels by Australian author Emily Rodda. The series follow the adventures of a shy village boy, Rowan. 'Unique fantasy adventures featuring Rowan, the reluctant hero who braves his fears and saves his village with the help of the Wise Woman Sheba's cryptic rhymes.' (Source: <http://www.emilyrodda.com/booklist/rowanofrin>) For ages: 8–11.

**Print** — resources teachers may find useful

- Derewianka, B 2011, *A New Grammar Companion For Teachers*, PETAA  
This resource is organised around the main functions that language plays in our lives – interacting with others, structuring coherent texts, and expressing and connecting ideas. The publication makes links to specific Australian Curriculum: English content descriptions.
- Humphrey, S, Droga, L & Feez, S 2012, *Grammar and Meaning*, PETAA  
Designed to build knowledge of the grammatical resources of the English language system and how to apply that knowledge to teaching practice, this resource includes activities, ideas and models that demonstrate how teaching about grammar and meaning can contribute to the weaving together of the three strands of Australian Curriculum: English.
- Knight, F 2011, *Literature to Support the Australian Curriculum*, Pledger Consulting  
Annotated lists of novels and poetry that support the Australian Curriculum and are sorted into Asian themes, Indigenous themes, sustainability themes, poetry books, books suitable for class sets and books suitable for reading aloud. Designed to help the busy teacher and teacher/librarian easily find books that are suitable for Australian Curriculum: English under those themes.

**Background information about Aboriginal cultures and Torres Strait Islander cultures** — for resources that provide a general starting point for teachers see *Aboriginal and Torres Strait Islander perspectives support materials* <http://www.qcaa.qld.edu.au/3035.html> for example *Connection to Country/Place* [www.qcaa.qld.edu.au/downloads/approach/indigenous\\_res005\\_0803.pdf](http://www.qcaa.qld.edu.au/downloads/approach/indigenous_res005_0803.pdf).

- Department of Education, Training and Employment, 2010, *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools* [deta.qld.gov.au/indigenous/services/eatsips.html](http://deta.qld.gov.au/indigenous/services/eatsips.html).

When selecting texts or materials, or developing school-based resources, teachers should carefully evaluate their educational value for Aboriginal and/or Torres Strait Islander perspectives. In particular, it is essential that the materials selected are sensitive and adequate in their treatment of Aboriginal aspects and Torres Strait Islander aspects of the subject matter. See *Selecting and evaluating resources (G008, Dec 2007)* [www.qsa.qld.edu.au/downloads/approach/indigenous\\_g008\\_0712.pdf](http://www.qsa.qld.edu.au/downloads/approach/indigenous_g008_0712.pdf).

# Develop assessment

## Preparing for the assessment

### Selecting texts

- Explore a list of texts appropriate for the task. The resource section provides booklists with reviews that may be used to select texts to explore with students and to support students in selecting a suitable text, or section of a text, for this assessment.

### Exploring texts

- Re-read the *Student booklet* task description with students to ensure that they understand the expository nature of the task.
- Explore with students a range of appropriate literary texts. Provide them with opportunities to read and view a variety of texts (novels, films and digital texts) that include a situation where a character has to make a difficult decision.
- Allow time for students to discuss and consider the issues and dilemmas present in particular literary texts and explore how ethical principles affect the behaviour and judgment of characters and those involved in issues and events.
- Explore particular situations involving ethical dilemmas represented in these texts and discuss the characters' points of view about these situations.
- Encourage students to select a text/section of a text, situation and characters that suits their interests and abilities and fits well with the purpose of the task, and to share it with others (e.g. teacher, classmates, friends etc.) so that they become familiar with it and can explain why they have chosen it.

### Analysing texts

- Explore decisions made by particular characters when faced with a difficult decision.
- Facilitate student reflection on and interrogation of core ethical issues and concepts that are represented in particular literary texts, for example, justice, right and wrong, freedom, truth, identity, empathy and goodness.
- Engage students in activities suggested by the Australian Curriculum *Ethical Understanding Learning Continuum* such as:
  - exploring what it means to treat people equally
  - exploring the difference between an honest mistake and intentional deception
  - exploring the responsibilities of witnesses to instances of bullying
  - examining what it means to cause people to feel let down
  - assessing possible consequences of including or excluding a person or group; considering responses to the questions 'What would I do?' and 'What should I do?' in a range of scenarios
  - weighing the relative merits of actions to prevent harm
  - exploring instances where equality, fairness, dignity and non-discrimination are required. <http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Ethical-understanding>
- Explore with students examples of how noun groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place or idea. (ACELA1508)
- Build a knowledge base about how ideas and points of view in texts are conveyed through the use of vocabulary, including objective and subjective language, and that these can change according to context. (ACELY1698)
- Adapt questions from the *Assessment resource: Evaluative language* to explore with students words of evaluation, including words to express emotional responses to texts, and judgment of people/characters and their actions. For example, 'Identify any positive or negative judgments the text makes about the way people behave. How do these judgments measure up against what you, as a reader, think is right or wrong?'
- Involve students in exploration of ways that ideas in literary texts can be conveyed from different viewpoints which can lead to different kinds of interpretations and responses. (ACELT1610)
- Discuss how it is that texts can influence readers' feelings and emotions and position them to accept a point of view.
- Identify the narrative voice (the person or entity through whom the audience experiences the story) in the literary text/s students have chosen and discuss the impact of first person narration on empathy

and engagement. (ACELT1610)

- Examine and discuss texts written from different narrative points of view. Discuss what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view. (ACELT1610)
- Involve students in discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and the relative merit of their actions. (ACELT1609)

### Creating texts

- Allow time for students to understand that their responses should include a series of paragraphs explaining the points of view of at least two characters involved in a difficult situation and their own point of view.
- Revisit the structure of a paragraph and ways texts are made cohesive, for example, through the use of linking devices including pronoun reference and **text** connectives (ACELA1491) .
- Outline the processes involved in the drafting, editing and finalising of written responses.
- Set up spaces, procedures and resources to assist students in planning, drafting, and writing their responses to the task.
- Allow time for students to reread and edit their own and others' responses, editing for flow and sense, organisation of ideas and choice of language, revising and trying new approaches if an element is not having the desired impact. (ACELY1705)
- Initiate teacher and peer feedback on students' own responses in relation to the task and the task-specific standards.

## Implementing

### Section 1. Setting the scene and selecting a text

#### Student role

- Discuss difficult situations represented in texts selected by your teacher.
- With guidance from your teacher, find examples of situations in stories where characters need to make a difficult decision about what the right thing to do is. Add examples to the 'Setting the scene' section of the *Student booklet*.
- Read and consider the different situations where characters need to make a difficult decision that are represented in the texts your teacher has suggested as being appropriate for this task.
- With guidance from your teacher, choose a text that includes a difficult situation where at least two characters are involved, and that you think you would enjoy exploring further.
- Record details about the title and author of the text you have chosen, and the characters and situation, in Section 1 of the *Student booklet*.
- Share your choice with your classmates and teacher and explain why you have chosen to explore this particular situation and these characters and their points of view.

#### Teacher role

- Select a number of appropriate texts and situations represented in these texts to discuss with students.
- Involve students in a series of reflective activities to deepen understanding of scenarios that involve characters in stories making difficult decisions about what is the right course of action to follow.
- Provide opportunities for students to read and consider relevant scenarios represented in the range of appropriate texts you have chosen.
- Negotiate with each student the choice of an appropriate scenario in a text suitable for close study.
- Encourage students to select a text/section of a text, situation and characters that suits their interests and abilities and fits well with the purpose of the task, and to share it with others (e.g. teacher, classmates, friends etc.) so that they become familiar with it and can explain why they have chosen it.



<b>Section 2. Planning a written explanation</b>	
<p><b>Student role</b></p> <ul style="list-style-type: none"> <li>• Use the table in Section 1 of the <i>Student booklet</i> to make notes on the key ideas and the information/evidence from the story that you need to include in your explanations of the difficult situation and the points of view of the two characters involved.</li> <li>• Discuss with your teacher the notes you have made on the information you plan to use in writing your explanations.</li> </ul>	<p><b>Teacher role</b></p> <ul style="list-style-type: none"> <li>• Support students in identifying their main ideas and in selecting information/evidence from the text.</li> </ul>
<b>Section 3. Creating and editing a written explanation</b>	
<p><b>Student role</b></p> <ul style="list-style-type: none"> <li>• Read through Section 3 of the <i>Student booklet</i> to understand the paragraph structure of your written explanation and to identify the purpose of each paragraph.</li> <li>• Begin to write your explanations in response to the paragraph prompts in Section 3 of the <i>Student booklet</i>, taking care to organise the key ideas and information from Section 2 in a clear and effective way.</li> <li>• Exchange your written explanation with that of a classmate, identifying two aspects that work well and one aspect that could be improved.</li> <li>• Re-read and edit your written response, checking for flow and sense, organisation of ideas and choice of language.</li> </ul>	<p><b>Teacher role</b></p> <ul style="list-style-type: none"> <li>• Discuss with students the paragraph structure outlined in Section 3 of the <i>Student booklet</i> identifying the purpose of each paragraph.</li> <li>• Allocate time and resources for students to create their written explanation.</li> <li>• Support students in organising their material and beginning to write their responses using the paragraph prompts in Section 3 of the <i>Student booklet</i>.</li> <li>• Put in place procedures for teacher and peer feedback in relation to Section 3 of the <i>Student booklet</i> and the task-specific standards.</li> <li>• Assist students in sharing their written explanations and providing feedback.</li> </ul>

## Make judgments

When making judgments about the evidence in student responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Year 5 standard elaborations. See [www.qcaa.qld.edu.au/yr8-english-resources.html](http://www.qcaa.qld.edu.au/yr8-english-resources.html).

## The Queensland standard elaborations for English

The Queensland Year 5 standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland English standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland English standard elaborations. Understanding and Skills in English are organised as Receptive modes and Productive modes.

The valued features of English, drawn from the achievement standard and the content descriptions for Receptive modes and Productive modes, are organised as:

- Ideas and information in texts
- Text structures
- Language features.

### Task-specific standards

Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the response to the standards
- a focal point for discussing students' responses
- a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard
- aligns the valued feature, task-specific descriptor and assessment
- allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
- clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
- shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
- supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
- encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

### Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of English targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland English standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

### Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

Australian Curriculum Year 5 English	Exploring points of view	Teacher guidelines
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Australian Curriculum achievement standard dimensions	Australian Curriculum achievement standard	Queensland standard elaborations valued features	Task-specific valued features
<b>Understanding and Skills</b>	<b>Receptive</b> Evidence of listening reading and viewing	<ul style="list-style-type: none"> <li>Ideas and information in texts</li> </ul>	Description of characters and the difficult situation represented in the chosen text; explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text
	<b>Productive</b> Evidence of speaking writing and creating	<ul style="list-style-type: none"> <li>Ideas and information in texts</li> <li>Text structures</li> <li>Language features</li> </ul>	Selection and use of ideas, information and images to develop and explain points of view; use of paragraph structures to develop an explanation; use of a variety of grammatical structures and vocabulary to create a written explanation of points of view; use of editing strategies to improve meaning and structure, including use of accurate spelling and punctuation.

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

- a matrix
- a continua.

### Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

- use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in student work — A to E (or the Early Years equivalent)
- highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
- incorporate the same task-specific valued features, i.e. make explicit the particular understanding/skills that students have the opportunity to demonstrate for each selected valued feature
- provide a tool for directly matching the evidence of learning in the student response to the standards to make an on-balance judgment about achievement
- assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

## Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the student responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

## Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task-specific valued features.

# Use feedback

<p><b>Feedback to students</b></p>	<p>The classroom environment described below is conducive to effective teacher feedback and improved student learning. Students are given clear directions about the nature of their summative task. The task is to create a series of paragraphs explaining the points of view of characters, using the task-specific understanding and skills drawn from the <i>Australian Curriculum: English Year 5 achievement standard</i>, and the necessary information and advice about the task-specific standards.</p> <p>This task encourages students to use a variety of strategies to self-direct and correct, and to move from dependency on feedback from others towards internal feedback and self-monitoring. The overall aim is to work to improve personal motivation and effort, based on the four levels of feedback (Hattie &amp; Timperley, 2007).</p> <ul style="list-style-type: none"> <li>• Allow for student negotiation and choice of texts to improve personal motivation and effort.</li> <li>• Create situations in which students are able to make active choices.</li> <li>• Give students clear direction as to the nature of their summative task (to write an explanation of points of view) and set up procedures for teacher and peer feedback.</li> <li>• Explain how the classroom environment is designed to have information and advice constantly at hand both for themselves and other classmates.</li> <li>• Explain the importance of being actively engaged in seeking peer and teacher feedback (informal and arranged) to diagnose problems and improve the quality of their work.</li> <li>• Encourage students to continually reflect on and evaluate what they have learnt and created and to take control of their learning.</li> <li>• Help them use selected strategies to self-direct and correct, and to move from dependency on feedback from others towards internal feedback and self-monitoring.</li> </ul> <p><b>Strategies for teachers to use as part of ongoing assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor and use previous and emerging information about student progress, their current knowledge and skills, their strengths and interests, and future learning needs and goals.</li> <li>• Respond flexibly and constructively to what the evidence is saying about areas to be improved.</li> <li>• Share learning intentions and achievement goals with students and support them in using feedback to plan the next steps of their learning.</li> <li>• Use the task-specific standards, developed from the achievement standard and the standard elaborations, as a basis for providing feedback to students on the quality of their work.</li> </ul>
<p><b>Resources</b></p>	<p>Hattie, J and Timperley, H 2007 'The Power of Feedback', <i>Review of Educational Research</i>, Vol. 77, No.1 pp. 81–112.</p> <p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none"> <li>• <i>About feedback</i> <a href="http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx">www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx</a></li> <li>• <i>Seeking and providing feedback</i> <a href="http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx">www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx</a></li> <li>• <i>The Roadmap: Dimensions of Teaching and Learning, Teaching and Learning Branch, Education Queensland, 2011</i>, <a href="http://education.qld.gov.au/curriculum/framework/p-12/docs/curriculum-planning-p-10.pdf">http://education.qld.gov.au/curriculum/framework/p-12/docs/curriculum-planning-p-10.pdf</a></li> </ul>

# Exploring points of view

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Image: *Dilemma*, zeevveez, Creative Commons Attribution 2.0, <https://www.flickr.com/photos/zeevveez/6322051654>.

**Create a written informative response that explains the points of view of two characters who are involved in a difficult situation/ethical dilemma. The two characters will be from a text you have chosen in consultation with your teacher.**

**You will:**

- decide on two characters involved in a situation/ethical dilemma where at least one of these characters needs to make a difficult decision in the text you have chosen in consultation with your teacher
- plan a written explanation by identifying and selecting key information about each of the characters and the point of view each one has about the difficult situation and ethical dilemma
- draft and write your explanation of the two different characters' points of view
- explain your own response to these characters' points of view about the difficult situation in which they are involved and the ethical dilemma they face
- re-read and edit your written response, checking for flow and sense, organisation of ideas and choice of language.

# Section 1    Setting the scene and selecting a text

1. Characters in stories may be involved in situations where they are faced with an ethical dilemma and have to make a difficult decision. In the spaces below, list some examples of the sorts of difficult decisions characters might have to make.

.....

.....

.....

2. In consultation with your teacher, decide on a text that includes a difficult situation/ethical dilemma where at least two different characters are involved who have particular points of view about the situation.

Complete the following information about the text you have chosen.

Title: .....

Names of the two main characters involved: .....

.....

Brief description of the situation/ethical dilemma where at least one of the characters has to make a difficult decision: .....

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3. Share your choice with your classmates and teacher and explain your reasons for making this choice. Write your reasons in the space below:

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.....









Include information from Section 2 to explain:

Second paragraph: the first character's point of view

- which character you are discussing in this paragraph
- this character's point of view about the situation/ethical dilemma and the difficult decision to be made
- evidence from the text that supports your ideas about and explanation of the character's point of view

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<b>Include information from Section 2 to explain:</b>	<b>Third paragraph: the second character’s point of view</b>
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- which character you are discussing in this paragraph
- this character’s point of view about the situation/ethical dilemma and the difficult decision to be made
- evidence from the text that supports your ideas about and explanation of the character’s point of view

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Include information to explain:	Final paragraph: your own point of view
<ul style="list-style-type: none"><li>• whose point of view you agree with</li><li>• why you agree with this point of view</li></ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

- 6. Exchange your written explanation with that of a classmate, identifying two aspects that work well and one aspect that could be improved.
- 7. Re-read and edit your written response, checking for flow and sense, organisation of ideas and choice of language.

# Exploring points of view

Name .....

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**Purpose of assessment:** To create a written informative response that explains the points of view of two characters involved in a difficult situation/ethical dilemma.

Understanding and Skills		
Receptive modes	Productive modes	
Description of characters and the difficult situation represented in the chosen text; explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text.	Selection and use of ideas, information and evidence from the chosen text to develop and explain points of view; use of paragraph structures to develop an explanation; use of a variety of grammatical structures and vocabulary to create a written explanation of points of view; use of editing strategies to improve meaning and structure, including use of accurate spelling and punctuation.	
<ul style="list-style-type: none"> <li>◀ Considered description of characters and the difficult situation represented in the chosen text and considered explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text</li> </ul>	<ul style="list-style-type: none"> <li>◀ Considered selection and use of ideas, information and evidence from the chosen text to develop and explain points of view; considered use of paragraph structures to develop an explanation; considered use of a variety of grammatical structures and vocabulary to create a written explanation of points of view; considered use of editing strategies to improve meaning and structure, and includes accurate spelling, punctuation and selection of language features</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>◀ Description of characters and the difficult situation represented in the chosen text and explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text</li> </ul>	<ul style="list-style-type: none"> <li>◀ Selection and use of ideas, information and evidence from the chosen text to develop and explain points of view; use of paragraph structures to develop an explanation; use of a variety of grammatical structures and vocabulary to create a written explanation of points of view; use of editing strategies to improve meaning and structure, and includes accurate spelling, punctuation and selection of language features</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>◀ Identification of aspects of characters and a situation in the chosen text and identification of own response to the characters and situation</li> </ul>	<ul style="list-style-type: none"> <li>◀ Use of ideas and information to state opinions, use of aspects of paragraph structures, and use of language features that impede meaning, for example, grammatical structures, vocabulary, spelling and punctuation</li> </ul>	<b>C</b>
		<b>D</b>
		<b>E</b>

# Exploring points of view

Name .....

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**Purpose of assessment:** To create a written informative response that explains the points of view of two characters involved in a difficult situation/ethical dilemma.

		A	B	C	D	E	
Understanding and Skills	Receptive modes (evidence of listening, reading and viewing)	Ideas and information in texts	<b>Considered</b> description of characters and the difficult situation represented in the chosen text	<b>Effective</b> description of characters and the difficult situation represented in the chosen text	Description of characters and the difficult situation represented in the chosen text	<b>Identification of</b> characters and a difficult situation represented in the chosen text	<b>Identification of aspects</b> of characters and a situation in the chosen text
		Ideas and information in texts	<b>Considered</b> explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text	<b>Effective</b> explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text	Explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text	<b>Description</b> of own response to the characters and situation represented in the chosen text	<b>Identification</b> of own response to the characters and situation represented in the chosen text
	Productive modes (evidence of speaking, writing and creating)	Ideas and information in texts	<b>Considered</b> selection and use of ideas, information and evidence from the chosen text to develop and explain points of view	<b>Effective</b> selection and use of ideas, information and evidence from the chosen text to develop and explain points of view	Selection and use of ideas, information and evidence from the chosen text to develop and explain points of view	<b>Use</b> of ideas, information and references to the chosen text to develop a point of view	<b>Use</b> of ideas and information, including to <b>state</b> an opinion
		Text structures	<b>Considered</b> use of paragraph structures to develop an explanation	<b>Effective</b> use of paragraph structures to develop an explanation	Use of paragraph structures to develop an explanation	<b>Use of aspects</b> of paragraph structures to write an explanation	<b>Use of aspects</b> of paragraph structures
		Language features	<b>Considered</b> use of a variety of grammatical structures and vocabulary to create a written explanation of points of view	<b>Effective</b> use of a variety of grammatical structures and vocabulary to create a written explanation of points of view	Use of a variety of grammatical structures and vocabulary to create a written explanation of points of view	Use of grammatical structures and vocabulary <b>that vary in suitability</b>	Use of language features, e.g. grammatical structures and vocabulary <b>that impede meaning</b>

				A	B	C	D	E
			Use of editing strategies to improve meaning and structure, including accurate spelling, punctuation and selection of language features	<p><b>Considered</b> use of editing strategies to improve meaning and structure, including:</p> <ul style="list-style-type: none"> <li>• accurate spelling</li> <li>• punctuation</li> <li>• selection of language features</li> </ul>	<p><b>Effective</b> use of editing strategies to improve meaning and structure, including:</p> <ul style="list-style-type: none"> <li>• accurate spelling</li> <li>• punctuation</li> <li>• selection of language features</li> </ul>	<p>Use of editing strategies to improve meaning and structure, including:</p> <ul style="list-style-type: none"> <li>• accurate spelling</li> <li>• punctuation</li> <li>• selection of language features</li> </ul>	<p>Use of editing strategies <b>that vary in suitability</b>, for example:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• selection of language features</li> </ul>	<p>Use of <b>textual features that impede meaning</b>, for example:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• selection of language features</li> </ul>

**Note:** Colour highlights have been used in the table to emphasise the qualities that discriminate between the standards.



# Exploring points of view

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## Evaluative language

Australian Curriculum: English requires students to learn about the ways 'evaluative language' is used. For example, the Year 5 content description from the *Language* strand and *Language for interaction* sub-strand states:

Understand how to move beyond making bare assertions and take account of differing perspectives and [points of view \(ACELA1502\)](#).

The Year 5 *Literature* strand and *Examining literature* sub-strand content description states:

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ([ACELT1610](#)).

*Content elaboration: examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view.*

In Year 6, a *Language* strand and *Expressing and developing ideas* sub-strand content description states:

Investigate how vocabulary choices, including [evaluative language](#) can express shades of meaning, feeling and opinion ([ACELA1525](#)).

*Content elaboration: identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question.*

This resource is designed for teachers to help students develop the capability to evaluate (appraise or assess) the ways speakers/writers/creators use language, directly or indirectly, to evaluate the 'goings-on' in the world. It also can be used to develop students' own use of evaluative language. This resource draws on a range of approaches to analysis of evaluative language, in particular appraisal.

## Appraisal in English — evaluative language analysis

Appraisal embraces the kinds of evaluations present in a text and the attitudinal positioning that results. Writers/speakers/creators will potentially position the attitudes of readers/listeners/viewers either positively or negatively, directly or indirectly, as they use feelings or **emotions (affect)**, make **judgments** about people's character, **appreciate** the worth/beauty of things (people's appearance, people's abilities, people's relationships, made objects, places, nature and natural objects) and **graduate** or scale meaning. All four aspects deal with emotion in some way. For example:

- The poem fascinated me. (affect)
- She has proven to be a fascinating poet. (judgment)
- It was a fascinating poem. (appreciation)
- It was a really fascinating poem. (graduation)

Appraisal theory appears in the work of a number of systemic linguists. The following references are examples of where more information can be found:

- Droga, L and Humphrey, S 2003, *Grammar and Meaning: An Introduction for Primary Teachers*, Target Texts, NSW (contains a useful introduction pp. 64–76)
- Droga L, Humphrey S & Love K 2011, *Working Grammar: An Introduction for Secondary English Teachers*, Pearson, Australia (Chapter 6, 'Resources for expressing and grading attitudes: Evaluative language' is a highly effective reference)
- Martin, JR & White, PRR 2007, *The Language of Evaluation: Appraisal in English*, Palgrave Macmillan, London & New York (includes descriptions and tables useful in introducing students to the use of evaluative vocabulary; these descriptions and tables have been drawn on in developing this resource).

Appendix 1: 'Powerful Questions' in this resource contains examples of questions that have proven to be effective in unlocking:

- the WHAT (a text's meaning)
- the HOW (the emotional and persuasive effects of the evaluative language the writer has used).

Teachers could select appropriate questions from each of the categories and help students use them to analyse and respond to particular texts.

For example, teachers using the Australian Curriculum Year 5 English sample assessment resource *Exploring points of view* may find questions relating to ethical behavior (Table 2) and judgments about people's character (Appendix 1) useful.

## Affect<sup>1</sup>

Writers/speakers/creators use language that evokes explicit (direct) or implicit (indirect), positive or negative feelings. Table 1 shows how 'affect' may relate to feelings of (un)happiness, (in)security and (dis)satisfaction. Table 1 could be used to stimulate classroom discussion about the use of **affect** or emotion in a particular text.

Table 1: Affect

Positive feelings	Negative feelings
<b>HAPPINESS and JOY</b> cheerful, jubilant, contented, fulfilled, wellbeing, exhilaration, pleasure, bliss, awe, ecstasy  <b>LOVE and AFFECTION</b> kindness, understanding, empathy, compassion  <b>ATTRACTION</b> desire, yearning, longing, infatuation	<b>UNHAPPINESS</b> sad, despondent, heavy-hearted, dejected, cheerless, gloomy, downcast, depressed, anguished, grief-stricken, distressed, pessimistic, alienated, rejected, isolated, empty
<b>SECURITY</b> together, confident, comfortable, trusting, assured	<b>INSECURITY</b> uneasy, anxious, expectant, restless, nervous, stressed, startled, fearful, terrified, horrified, disquieted
<b>SATISFACTION</b> satisfied, interested, involved, absorbed, engrossed, pleased, impressed, thrilled	<b>DISSATISFACTION</b> flat, jaded, bored, frustrated, discontented, disillusioned, annoyed, irritated, jealous, angry, disgusted, envious, spiteful, furious, resentful, embittered, vengeful

Source: Adapted from Martin and White, 2007, p. 51.

Questions such as the following (from Appendix 1) could be used to involve students in analysing how a text is able to appeal to their emotions and to direct their views:

- What elements of feeling and emotion that have been selected and strategically used in the text connect with your emotions as a reader?
- What words in the text, directly or indirectly, evoke positive or negative feelings of un/happiness?

## Judgment (ethics)<sup>2</sup>

Since an important aim of a writer is to position readers into admiring, respecting or disliking people/characters, we might expect explicit or implicit, positive or negative **judgments** to be made about them based on their behaviour, what they say and do, and what is said about them (and perhaps done to them) by others.

At one level, the behaviour of people/characters might rate highly in terms of social admiration, regard or esteem and be assessed as socially acceptable and praiseworthy (e.g. *normal*, *capable*, *dependable*) or socially unacceptable (e.g. *eccentric*, *incapable*, *unreliable*).

<sup>1</sup> Adapted from Martin and White, 2007, p. 51.

<sup>2</sup> Adapted from Martin and White, 2007, p. 53.

At another level, people's/characters' behaviour might be assessed as being against society's moral codes, rules, regulations or laws as being *honest, proper (moral) or law abiding*, or *dishonest, improper or law breaking*.

Table 2 could be used to raise questions related to ethical behaviour represented in a text.

**Table 2: Judgment (ethics)**

Attitudes towards behaviour		
	POSITIVE	NEGATIVE
In terms of social admiration, regard, or esteem, is the person's behaviour or character represented as being:		
• normal?*	usual, average, everyday, stable, predictable,	odd, weird, erratic, unpredictable
• fortunate?	lucky, privileged, charmed, celebrated	unfortunate, unlucky, hapless, tragic
• capable?	strong, sensible, experienced, clever, accomplished, competent, heroic	incapable, weak, stupid, naïve, ignorant, inept
• tenacious?	dependable, reliable, resolute, focused, persevering, constant	unreliable, rash, impetuous, reckless, inconstant, distracted
In terms of <b>social sanction</b> (adherence to social moral codes, rules, regulations, laws), is the person's <b>behaviour or character</b> represented as being:		
• honest?	honest, truthful, candid, credible, genuine	dishonest, deceitful, deceptive, devious, scheming, manipulative
• proper (above reproach)?	good, moral, just	bad, immoral, unjust, selfish, unfair, insensitive, mean, corrupt, evil
• lawful (within the law)?	law-abiding	criminal, unlawful
*It is likely that different people will have different perceptions of what is 'normal'. Not being normal (e.g. eccentric) is not necessarily a negative quality. Positive and negative categories are probably better viewed as being on a continuum.		

Questions such as the following (from Appendix 1) could be used to involve students in discussions about how ethical behaviour is represented in a text:

- Identify the positive or negative judgments the text makes about the way people/characters behave.
- How do these judgments measure up against what you, as reader, think is right and wrong?

### **Appreciation (aesthetics)**

Writers/speakers/creators directly or indirectly express positive or negative **appreciation or valuation** of the worth of certain aspects such as: people's/characters' attributes (their abilities or appearance, as opposed to how they behave); relationships; made objects; nature and natural objects.

Appreciations may be divided into:

- our emotional **reactions** to things (Did it grab my attention? Did I like it?)
- the **composition** of things (Does it hang together? Was it easy to follow?)
- the **worth** of things (Was it worthwhile?).

**Table 3: Appreciation (aesthetics)**

Attitudes towards behaviour		Positive	Negative
<b>Reaction</b>			
Impact	Did it grab my attention?	arresting, captivating, fascinating, engaging...	dull, boring, tedious, predictable...
Quality	Did I like it?	appealing, beautiful...	plain, revolting...
<b>Composition</b>			
Balance	Did it hang together?	balanced, unified...	uneven, flawed...
Complexity	Was it hard to follow?	lucid, precise, rich...	ornate, extravagant...
<b>Valuation</b>			
	Was it worthwhile?	penetrating, profound, deep, valuable, illuminating, original...	dated, ineffective, fake...

Source: Adapted from Martin and White, 2007, p. 56.

## Graduation

Graduation is concerned with **gradability**, that is, the scaling of the **force** of meaning upwards or downwards or sharpening or softening its **focus**. Table 4 summarises ways this can occur.

**Table 4: Graduation**

The feeling, emotion and meaning of the text is graded:	
<ul style="list-style-type: none"> <li>upwards or downwards (force)</li> <li>sharpened or softened (focus).</li> </ul>	
<p><b>Force:</b> the degree of intensity of a word or expression. Force:</p> <ul style="list-style-type: none"> <li>carries the idea of more-or-less (more positive, less intense, more definite, more emphatic)</li> <li>usually, though not always, associated with gradable words (words that can be intensified) and words with positive or negative alternatives</li> </ul>	<p><b>Graders</b> such as <i>quite, very, really, extremely, utterly</i> intensify meaning, while others, e.g. <i>fairly, somewhat</i>, tone down the feeling, emotion or meaning.</p> <p>These words need to be combined with other word classes, such as:</p> <ul style="list-style-type: none"> <li>adjectives: <i>slightly/extremely foolish; somewhat/utterly appalling; fairly/rather/very/extremely/utterly miserable</i></li> <li>adverbs: <i>somewhat/quite/rather/very abruptly</i></li> <li>verbs: <i>slightly/greatly hindered</i></li> <li>nouns: <i>happier/happiest person (comparatives and superlatives)</i></li> <li>modals: <i>just/somewhat/quite/very possible; highly probable; extremely capable; only rarely; fairly, quite, very often</i></li> </ul>
	<p><b>Quantifiers express</b></p> <ul style="list-style-type: none"> <li>number: <i>few, some, several, many</i></li> <li>amount/size: <i>minuscule, tiny, huge, gigantic</i></li> <li>extent: <i>short, widespread, long lasting</i></li> </ul>
	<p><b>Maximisers express the highest possible intensity:</b> <i>utterly/totally/thoroughly/absolutely/completely miserable; perfectly happy</i></p>
	<p><b>Words may be infused with varying degrees of intensity:</b> <i>like/love/adore; happy/joyous/ecstatic; trickled, flowed, poured, flooded; possible, probable, certain</i></p>
	<p><b>Words may be infused with intense attitude:</b> She is an <i>angel</i>; her brother is a <i>rascal</i>. I <i>loathe</i> him. They can be intensified further by adding graders (see above).</p>
	<p><b>Poetic or figurative language</b> Words used in a non-literal way evoke and strengthen emotion:</p> <ul style="list-style-type: none"> <li>metaphor (<i>Juliet is the sun</i>)</li> <li>simile (<i>soft as velvet</i>)</li> <li>personification (<i>sighing trees</i>).</li> </ul>
<p><b>Repetition and synonymy scale</b> intensity up↗.</p> <ul style="list-style-type: none"> <li><i>He tried and tried.</i></li> <li><i>The floods were terrible; just awful.</i></li> </ul>	
<p><b>Focus:</b> membership of a class of things</p>	<p><b>Sharper focus</b> (strengthen membership of that class):</p> <ul style="list-style-type: none"> <li><i>true friend; pure evil; a real man</i></li> </ul> <p><b>Softer/blurred focus</b> (weaken membership of that class):</p> <ul style="list-style-type: none"> <li><i>kind of stupid; sort of scary</i></li> </ul>
<p><b>Humour</b></p>	<p>Depending on the context:</p> <ul style="list-style-type: none"> <li>irony — making a statement, but implying the opposite</li> <li>hyperbole — exaggerating or</li> <li>parody — imitating or sending up something</li> </ul>

The feeling, emotion and meaning of the text is graded:

- upwards or downwards (force)
- sharpened or softened (focus).

	overstating something ( <i>hopping mad; died laughing</i> )	• understatement: making something appear less serious than it really is
<b>Allusion:</b> brief, usually indirect reference to a person, place, or event — real or fictional	Depending on their content, often: <ul style="list-style-type: none"><li>• historical</li><li>• cultural</li></ul>	<ul style="list-style-type: none"><li>• mythological</li><li>• literary</li><li>• political</li></ul>

Source: adapted from Martin and White, 2007, pp.135–147.

## References

Droga, L & Humphrey, S 2003, *Grammar and Meaning: An Introduction for Primary Teachers*, Target Texts, NSW.

Droga, L, Humphrey, S & Love, K 2011, *Working Grammar: An Introduction for Secondary English Teachers*, Pearson, Australia.

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## Appendix 1: Powerful questions

The following questions, which can be adapted to suit most texts, have proven to be effective in unlocking the WHAT (a text's meaning) and the HOW (the emotional and persuasive effects of the evaluative language the writer has used). Teachers could select appropriate questions from each of the categories and help students use them to analyse and respond to particular texts.

The WHAT of a text — questions about a text's meaning and messages
1. Identify and evaluate the situation within which people/characters move.
2. What cultural aspects such as age, gender, and race are depicted in the text?
3. What people/characters are included/excluded? Why?
4. Whose interests does the text serve?
5. What particular view of the world is foregrounded in the text?
6. What beliefs and values are expressed in the text?
7. What is the text valuing, and what does it leave a reader thinking and believing?
8. Is there anything in particular that you took from your reading of the text?
9. Do these messages make up powerful knowledge?
10. Do you think the text is capable of changing readers' feelings, attitudes and values? Or might it just reinforce what is already there in people's minds?

The sets of questions below make readers aware of the ways writers tap into human feelings and needs and explicitly or implicitly use language to evoke strong positive or negative feelings. In analysing evaluative language, students will often be required to make inferences.

The HOW of a text — questions about the ways a text builds feeling and emotion
<b>AFFECT (feeling, emotion)</b>
11. What elements of feeling and emotion that have been selected and strategically used in the text connect with your emotions as a reader? Consider the following: <ul style="list-style-type: none"><li>• What words in the text evoke positive feelings of: happiness (e.g. surprise, excitement, wellbeing); security (e.g. trust, reassurance); satisfaction (e.g. pleasure, interest, absorption)? What effects are these likely to have on the way a reader feels?</li><li>• What words in the text evoke negative feelings? What effects are these likely to have on the way a reader feels?</li></ul>
12. How might the language of the text make readers feel — amazed, confused, unsure, nervous, guilty, interested, angry, sad, happy, reassured...?
13. What emotions (e.g. intrigue/awe/sympathy/anger/happiness) in the text might play a part in positioning readers' feelings?
14. What shifts in emotions (e.g. happiness to sadness, security to insecurity, satisfaction to dissatisfaction) occur throughout the text? Explain.
15. Can you find words in some parts of the text that have more intensity of feeling than in other parts? Explain.



16. What elements of feeling and emotion that have been selected and strategically used in the text connect with your emotions as a reader? Consider the following:
- What words in the text evoke positive feelings of: happiness (e.g. surprise, excitement, wellbeing); security (e.g. trust, reassurance); satisfaction (e.g. pleasure, interest, absorption)? What effects are these likely to have on the way a reader feels?
  - What words in the text evoke negative feelings? What effects are these likely to have on the way a reader feels?

### **Judgment of people's character (usually through their actions)**

17. Do you agree that the evaluative language used by writers can have either negative or positive connotations and that it can potentially help or hurt people?
18. Identify any positive or negative judgments the text makes about the way people behave. How do these judgments measure up against what you, as a reader, think is right and wrong?
19. Do you think writers expect readers to evaluate whether people's/characters' actions are good or bad? Explain.
20. Judging by what people do and say in the text, which of the following words might be used to describe them: talented, capable, confident, competent, honest, moral, law-abiding, genuine...? What other words might be appropriate?
21. Ideally how might the writer want readers to judge people's behaviour in the text?
22. As reader of a text, you may be invited to a position of empathy — of emotional solidarity — with people/characters or, at least, an understanding of their motives. Were you easily able to accept the text's invitation to adopt a position of empathy? Why?/Why not?

### **Appreciation of worth and beauty**

23. Has the writer effectively used particular words or word groups that capture the positive or negative worth of 'things', such as people's appearance, their abilities, their relationships; made objects, places, nature and natural objects? Underline these words or word groups and explain. How do they compare with your own ideas of worth/beauty?
24. Can you find really good examples of words/word groups (e.g. adjectives, similes, metaphors, personification) that create strong images in your mind?