

Guide to making judgments — Year 9 English

Name

Focus: Interpret how language elements and textual features can position an audience to view characters and ideas in a particular way.

Knowledge and understanding	Interpreting texts	Knowledge and understanding Constructing texts	
<p>Uses comprehension strategies to identify evidence in the text and to make inferences about the characters and setting.</p> <p>Uses passive voice to change the subject and focus in a sentence.</p> <p>Questions 1–6</p>	<p>Interprets and analyses how language elements and textual features position an audience to view characters and ideas in a particular way.</p> <p>Questions 7–9</p>	<p>Manipulates language elements (figurative language, adjectives, adverbs, punctuation, spelling) and textual features (active voice, third-person narrative) to construct a text that develops a character’s point of view.</p> <p>Question 10</p>	
<p>◀ Draws insightful conclusions about the characters using valid examples and clear explanations. Rewrites a sentence using passive voice to change subject and focus.</p>	<p>◀ Justifies how the writer’s choice of subject matter and either vocabulary or clause construction position an audience to view characters in a particular way. Well-justified explanation of how a theme or message is developed through the characters.</p>	<p>◀ Uses evocative language to develop Dale’s character through the deliberate sequencing of images and ideas that are cohesive in structure.</p>	A
	<p>◀ Identifies how a theme or message is explored through the characters.</p>	<p>◀ Develops characters through speech, and descriptions of actions, thoughts or feelings. Maintains active voice and third-person narrative. Well-controlled use of grammar, punctuation and spelling.</p>	B
<p>◀ Selects valid examples from the text including figurative language, and supports explanations about characters.</p>	<p>◀ Identifies how language choices and/or subject matter position an audience to view characters in a particular way. Identifies how an idea is explored through the characters.</p>	<p>◀ Uses descriptive language to explore Dale’s point of view. Maintains active voice, and controls grammar, punctuation and spelling. Structure is evident.</p>	C
<p>◀ Chooses some relevant examples from the text including a simile and/or metaphor. Makes generalisations about characters.</p>	<p>◀ Makes generalisations about the language choices or subject matter in the text. Describes an idea explored through the characters.</p>	<p>◀ Develops characters using descriptive language, actions, speech or thoughts and feelings. Lapses in structure, grammar, punctuation or spelling intrude but do not detract from meaning.</p>	D
<p>◀ Lists examples from the text.</p>	<p>◀ Restates messages from the text.</p>	<p>◀ Recounts events.</p>	E

Feedback

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