Extended response: Reflective text

This sample is intended to inform the design of assessment instruments in the senior phase of learning. It highlights the qualities of student work and the match to the syllabus standards.

Criteria assessed

- Knowledge about language
- Cognitive processes
- Communication skills

Assessment instrument

The response presented in this sample is in response to an assessment task.

Context
In this unit, you have explored literary texts from a number of countries to explore how different writers represent themselves, others or issues.

Task
Write a feature article that explores the way a writer of your choice constructs a version of him or herself, of others or of an issue. You will need to analyse the ways in which the writer constructs their text and must justify your conclusions through direct and indirect reference to the text. Your article must include an interview with the writer.

Genre
Reflective feature article

Audience
Readers of a literary journal

Length
800–1000 words
### Instrument-specific criteria and standards

Student responses have been matched to instrument-specific criteria and standards; those which best describe the student work in this sample are shown below. For more information about the syllabus dimensions and standards descriptors, see [www.qCAA.qld.edu.au/1665-assessment.html](http://www.qCAA.qld.edu.au/1665-assessment.html).

<table>
<thead>
<tr>
<th>Knowledge about language</th>
<th>Standard A</th>
<th>Standard C</th>
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<tbody>
<tr>
<td></td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
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<tr>
<td></td>
<td>• precise and sustained control of a wide range of grammatical conventions</td>
<td>• suitable application of grammar, with most clause and sentence structures grammatically accurate</td>
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<td></td>
<td>• discerning and consistent use of cohesive devices clearly linking ideas throughout the report</td>
<td>• appropriate cohesive devices linking ideas and connecting parts of the report</td>
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<td></td>
<td>• command of an extensive range of suitable vocabulary</td>
<td>• vocabulary suitable for the particular purpose</td>
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<tr>
<td></td>
<td>• discerning use and consistent control of appropriate paragraphing, spelling and punctuation.</td>
<td>• control of basic paragraphing, appropriate punctuation and spelling.</td>
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<tr>
<th>Cognitive processes</th>
<th>The student work has the following characteristics:</th>
<th>The student work has the following characteristics:</th>
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<td></td>
<td>• discriminating selection, in-depth analysis and synthesis of relevant subject matter from a documentary</td>
<td>• appropriate selection, simple analysis and synthesis of subject matter from a documentary</td>
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<td></td>
<td>• insightful inferences and thorough evaluations drawn suitable to the context</td>
<td>• simple inferences and evaluations drawn suitable to the context</td>
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<td></td>
<td>• insightful positions offered and maintained, leading to accurate conclusions with well substantiated justifications of decisions.</td>
<td>• realistic positions offered and maintained leading to simple conclusions and justifications of decisions.</td>
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<th>Communication skills</th>
<th>The student work has the following characteristics:</th>
<th>The student work has the following characteristics:</th>
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<td></td>
<td>• exploitation of genre patterns and conventions of an analytical report that clarify or enhance meaning</td>
<td>• control of genre patterns of an analytical report that suit the context</td>
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<tr>
<td></td>
<td>• insightful and perceptive integration of language features that effectively respond to the particular audience, purpose and context enhancing meaning</td>
<td>• integration of language features that effectively respond to the particular audience, purpose or context</td>
</tr>
<tr>
<td></td>
<td>• logical selection, cohesive organisation, insightful presentation and expression of complex ideas that suits the particular audience, purpose and context.</td>
<td>• suitable presentation and expression of ideas that suits the particular audience, purpose and context.</td>
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Student response — Standard A

The annotations show the match to the instrument-specific standards.

**TAKING A STAND:** This Holocaust survivor is not only inspiring for what he overcame, but for what he has become: a great spirit.

Dressed in a fine black suit, the Wiesel inverted the thick hard cover book that he was reading into a shelf as he saw me making my entrance. Other than the last white vintage table with delicate engravings, his office comprised of nothing but shelves and shelves of books. Through his office windows that glistened in the sunlight, traffic lines like coloured ants moving in unison in the congested streets of New York City could be sighted. There was no sign of fearlessness in the 80 year old holocaust survivor as he slightly returned a firm handshake.

"I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim." — Elie Wiesel

From the beginning of the interview, it could be distinguished that Wiesel had the ability to articulate the stand that he took to proclaim and protest against persecution. The words we spoke echoed the point in his famous quote from his autobiography "Right", I swore never to be silent whenever and wherever human beings endure suffering and humiliation.

Without knowing this Wiesel is an author of more than 43 books, one could still effortlessly recognise that he spoke as a reader of countless books. This shouldn't be unexpected as ideas are known for their immense love for reading, as Wiesel once said "I do not recall a Jewish home without a book on the table".

**IT IS EXACTLY A WEEK SINCE**

Wiesel announced the winner of the 2010 annual Elie Wiesel Prize In Ethics Essay Contest, organised exclusively for college juniors and seniors. The Elie Wiesel Foundation for Humanity, has the mission to combat indifference, intolerance and injustice through international communications and youth-focused programs. Winning entries from previous years of the contest were compiled into a book entitled An Ethical Compass, released just yesterday. The number of student essayists who grasped hold of this opportunity to proclaim their ethical voices increased in number over the past two decades.

"Of all the projects our Foundation has been involved in, none has been more exciting than this opportunity to inspire young students to examine their ethical aspect. Readers (of An Ethical Compass) will find essays on Bosnia, the genocide in Rwanda, sweatshops and globalisation, and the political obligations of the mothers of Argentina’s “Disappeared”. Readers will be fascinated by the ways in which essays on conflict, conscience, memory, illness, and God overlap and resonate with one another." Wiesel appeared to be bright eyed and bushy tail as he spoke about the contest. "These essays reflect those who are sensitive to the sufferings and defects that confront a society yearning for guidance and eager to hear ethical voices, they are a beacon for what our schools must realize as an integral component of a true education.

"Behind the deep brown eyes of this hope-driven moral, lies the soul that miraculously survived the atrocities of the Holocaust: the soul of Elie Wiesel.

**WIESEL WAS BORN IN 1928 IN**

a small town called Maranariusget, or as the locals called it, Sighet. Although the town belonged to Romania then, the majority of inhabitants, claimed Hungarian as their mother tongue. It was therefore of no surprise that the people of Sighet were elected when their town was returned to Hungary in 1943. However, the thrill

(Below) All bunked up... Wiesel (red crown) and a black full of other emaciated people lying in bunk in Buchenwald.
IN WIESEL’S GLOBALLY known autobiography, ‘Night’, he wrote in great detail about his terrifying experience during the Holocaust, which resulted in the murder of approximately six million Jews. The reason for writing this book was not only to ensure that this history does not repeat itself, but also in remembrance of the deceased. He felt that having survived one something to the dead, and anyone who does not remember betrays them again’. After liberation on April 1945, Wiesel was finally free, but there was no jubilation in his heart. In fact, he thought that there never would be again. I was 15 when I entered the camp. I was 16 when I left it and all of a sudden you become an orphan and you have no one.

Although Wiesel was inundated with the appalling situation he was in, he knew he had a new lease in life, being one of the few survivors of the Holocaust.

The obligation he felt to bear witness for this catastrophe outweighed his responsibility of being forsaken in the unfamiliar world. Even after settling in the United States in 1955, he didn’t write much about his life as an orphan. I haven’t written much about that period. Of my 40 books, maybe four or five deal with that period because I know that there are no words for it, so all I can try to do is to communicate the incommunicability of the event. Furthermore, I know that even if I found the words you wouldn’t understand.”

Although there were bitter memories that can never be obliterated, Wiesel never felt vergetful towards the Germans. Instead, he devoted his life to work against persecution and oppression around the world and vociferously against injustice.

Wiesel contributed to various humanitarian organisations and found the United States Holocaust Memorial Museum. He is also the recipient of the Nobel Peace Prize in 1986 for being a ‘messenger to mankind’. Wiesel authored more than 40 books and received countless awards for his writing, along with more than 100 honorary degrees.

‘I felt that having survived I owe something to the dead, and anyone who does not remember betrays them again’ - Elie Wiesel

IT IS KNOWN THAT WIESEL refused any invitation to Hungary prior to year 2009 since he was deported from there in 1944.

Wiesel described his historic twoday return to his native Hungary in December 2005 to be a very emotional one. He had the chance to stand on the sacred grounds of Auschwitz that once contained the last breaths of many Jews. His return was in conjunction with the celebration of 20 years of Chabad-Lubavitch activities in the country. He delivered a speech on the country’s involvement in the Holocaust and the need to fight racism. ‘The opposite of love is not hate, but
Comments

- insightful positions offered and maintained leading to accurate conclusions with well-substantiated justifications of decisions

- insightful and perceptive integration of language features that effectively respond to the particular audience, purpose and context, enhancing meaning

- insightful inferences and thorough evaluations drawn suitable to the context

- exploitation of genre patterns and conventions of a feature article that clarifies or enhances meaning

indifference. The people I belong to suffered because too many bystanders remained silent.”

WIESEL EXPRESSED HIS JOY for the Jewish community that rebounded in the last two decades. He urged and encouraged the members of the Jewish community to stay strong and not lose faith. ‘Do not allow others to determine the quality of our faith.’

Although age is catching up, there is still no sign of slowing down in Wiesel’s work. In 2010, he delivered countless speeches in many places such as universities and appeared on a few television talk shows.

I catch a glance of Wiesel through the semi-opaque glass door after the photo shoot. He immediately stands up to retrieve the book that was placed in the shelf, engrossed in the page that had a little green bookmark that slipped between it and the page before, as if in his book to return to a virtual world of peace and racial amity of which he always yearned for.
**Student response — Standard C**

**Bearing witness**

A man who is wearing a black business suit with a pair of clean leather shoes has skinny hair with many wrinkles on his face. Those wrinkles are telling us he was an aged man.

We are sitting opposite each other with seascape behind us. He is Elie Wiesel, who has the painful experience during the Second World War. He is the author of 57 books but the most famous novel is "Night". From his novel we can be aware of how hard his life was during the war, the pain will always be the deepest part of his heart. Although he tries to forget these painful memories, sometimes they will emerge from his mind. How he got out of shadow and put his experiences in his novel? I am so appreciative of his bravery, because not everyone can tell their painful experience to the public.

Now he begins to discusses 60 years previous, when he was 15 years old. He and his family were forced by Nazis into a Jewish ghetto and then deported to Auschwitz-Birkenau. His mother and younger sister, Tzipora, were killed at Auschwitz. He and his father survived together for one year, but his father died shortly before American troops liberated the camp.

In 1947, he began to study French with a tutor. By chance, his sister, Hilda, saw his picture in a newspaper and got in touch with him. Months later, he was also reunited with his sister in Antwerp. In 1955, he moved to New York as foreign correspondent for Ahronot. It was around this time that he decided to stop attending synagogue, except on the high holidays, as a protest against what he concludes was divine injustice.

Each person would be inquisitive about his whole life and want to know how he can get out from the shadow after the Second World War. The most impressive memory for him during the Second World War was when he was sent to join 600 children in Block 65 of Buchenwald. There he heard the guard tell the prisoners they would no longer be fed, and began evacuating the camp, killing 10,000 prisoners a day. At the time "he felt so helpless, why can they kill the prisoners cold-bloodedly, can you imagine a teenage eyewitness plenty of prisoners were killed in front of him? This scene he will never forgets until the day he dies."

Also he wrote a famous novel call "Night", it’s written about the memory of Nazi concentration camp in World War II. In 1944, when he as a Jewish author and his family were evicted from their homes and sent to the Australian concentration camp when he was a fifteen-years-old boy. During this horrible experience, he faced the death of his family and the deepest despair. Because of this book he got the Nobel Peace Prize in 1986, when he got the prize he said "I swore myself never to be silent whenever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentors, never the tormented."

When he decided to write this book, he already knew that the process would be hard. He need to go back to the hard time and remember what was happening at that time and
Comments

- suitable application of grammar, with most clause and sentence structures grammatically accurate
- appropriate cohesive devices linking ideas and connecting parts of the article
- realistic positions offered and maintained leading to simple conclusions and justifications of decisions
- control of genre patterns of a feature article that suits the context
- suitable presentation and expression of ideas that suit the particular audience, purpose and context

wrote into his novel. “The motive power make him want to put his past experience into his book was he wanted to share his real experience to the readers and let us know how horrible of war. We can’t even imagine the situation if we were not there during the Second World War. At that time everyone just wanted to survive and they would sacrifice something that was important to them. They were not care the other people anymore, because they just want to survive.

‘Words can sometimes, in moments of grace, attain the quality of deeds’

The person who has gotten through some hard time, their view of life will be different with the others. Because they have gone through some bad experiences that we may not have before, we will not understand what’s on their mind. They know that the line between life and death are near, we can’t expect when the end of our life is or when we will have an accident. So he decided to follow the natural he has not assume when he will leave this world, he believed that the day will come in nature he can’t be in charge of his life.

“There may be times when we are powerless to prevent injustice, but there must never being a time when we fail to protest.”

After 40 years, he wrote this book “Night”. He became famous, but this is not what he needed. He want the readers know war can make us change a lot. Wars can change the world, change the whole life of a person or change the whole family life. This was a meaningful job for him; we are so admire his spirit and his bravery. No one can in charge their own life he would never want this experience to happen to him. For the dead and living we must bear witness.

"FOR THE DEAD AND LIVING, WE MUST BEAR WITNESS."

—ELIE WIESEL—

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