



Teacher guidelines

The narrative

Year 9

English

Students analyse the theme or message in a poem and then write a narrative that provides details about events leading up to the beginning of the poem, or events that happen after the poem ends.

Time allocation 3 hours

Context for assessment

Many students enjoy poetry, especially when it is about issues they can relate to, such as school life, teen issues, music, etc. Poetry analysis enables students to gain an understanding of how texts present particular, and often limited, viewpoints and details, and how these affect the way readers interpret the texts. This assessment provides students with the opportunity to be creative and experiment with imaginative written texts through analysis and construction.

Identify curriculum

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

English	Essential Learnings by the end of Year 9
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • demonstrate and analyse the relationship between audience, subject matter, purpose and text type • identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts • recognise and select vocabulary and interpret and apply literal and figurative language • interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners • construct literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view • make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation. 	<p>Knowledge and understanding</p> <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.</p> <ul style="list-style-type: none"> • Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices. • Text users make choices about grammar and punctuation, to affect meaning. • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting. <p>Language elements</p> <p>Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.</p> <ul style="list-style-type: none"> • Paragraphs build and sustain cohesion and develop a central idea. • Adjectives and adverbs are used to express attitudes and make judgments and/or evoke emotions. • Figurative language, including onomatopoeia and alliteration, and emotive, evocative, formal and informal language, creates tone, mood and atmosphere. • Vocabulary is chosen to establish roles and relationships with an audience, including the demonstration of personal authority and credibility.

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	<p><i>Literary and non-literary texts</i></p> <p>Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Audiences can be positioned to view characters and ideas in particular ways and these views can be questioned. • Literary texts entertain, evoke emotion, create suspense, parody and develop themes. • Themes are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters. • Dialogue constructs relationships between characters and furthers a narrative.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Interpreting texts • Constructing texts • Appreciating texts 	
<p>Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 9</i>, QSA, Brisbane.</p>	

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before attempting this assessment.

- Practise analysing poetry using the table format in Section 1 of the *Student booklet* and the questions in Appendix A: Poetry analysis.
- Compare styles and themes across a range of poems.
- Explore and identify the text structure of a narrative, including setting, characters and plot.
- Explore how the selection of language elements positions and influences an audience.
- Identify vocabulary that evokes mood, tone, atmosphere and emotions.
- Explore the relationships between the subject matter of a poem and the purpose, audience and text type.
- Identify poetic devices, including alliteration, onomatopoeia and assonance.
- Explore dialogue and practise the use of quotation marks.
- Identify language choices that are used to construct meaning in cohesive paragraphs.
- Practise active writing strategies.
- Establish roles and responsibilities for a peer editor feedback partner.



Teacher resources

Poetry

- Skwirk Interactive Schooling introduction to poetry and poetry analysis: <www.skwirk.com/p-u_s-54_u-254/skills-by-text-type:-poetry>.

Direct speech and dialogue

- Read Write Think lesson resources and a handout about dialogue tags: <www.readwritethink.org/lessons/lesson_view.asp?id=291>.
- Dialogue tips from writer, Pam McCutcheon: <www.pammc.com/dialogue.htm>.

Narrative

- Understanding narrative writing: Practical strategies to support teachers, Steven Figg, Department of Education, Tasmania: <wwwfp.education.tas.gov.au/english/narrative.htm>.
- Web English Teacher on narrative writing: <www.webenglishteacher.com/narrative.html>.
- The Writing Site on narrative writing: <www.thewritingsite.org/resources/genre/narrative.asp>.

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Preparing

Consider these points before implementing the assessment.

- Supply a poem to be used by the whole class — suggestions include *The Loner* by Julie Holder or *Timothy Winters* by Charles Causley (see Resources for the assessment) — or students can select their own poem.
- If students select their own poem, approve their selection before starting the assessment. Alternatively, teachers may choose a poem that individual students or groups of students have not seen before.
- Ensure that students understand the importance of respecting different responses that poems may elicit. Teachers should:
 - model appropriate responses to sensitive topics
 - listen to students as they share their thoughts and feelings.

Implementation

Consider these points when implementing the assessment.

- Julie Holder's *The Loner* is a narrative poem that tells the story of a boy who appears to be isolated by his peers at school. The poem describes how the boy is made a social outcast by other students and how, finally, he leaves. The ending of the poem and the words "Watch this space" indicate another lonely person will take his place soon. This poem can be explored through focus questions, such as:
 - what might have occurred at the end of the poem?
 - where did the boy go?
 - what happened to him?
 - did he do something terrible?
 - did he just not fit in? Why?

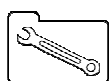
While some students will find this poem engaging, others may find it challenging and/or unsettling. Students should be reminded to respect the individual responses of their classmates.

- Students may choose to write notes on a photocopy of their poem rather than using the table in Section 1 of the *Student booklet*.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

Suggested time	Student activity	Teacher role
Section 1. Analyse a poem		
60 minutes	<p>Read the poem to identify the theme or message and the main issues.</p> <p>Use the questions in Appendix A: Poetry analysis to complete the table in Section 1 of the <i>Student booklet</i>.</p> <p>Look specifically at the language elements chosen by the poet. Identify how these choices may affect interpretations.</p> <p>Consider the circumstances that might have led up to the beginning of the poem and explore what might have occurred after the poem ends.</p>	<p>Guide students through the process of analysing poetry. Appendix A: Poetry analysis could be used as a handout or an OHT.</p> <p>Ensure students are sensitive to others' points of view.</p> <p>Lead a discussion about possible events leading up to the beginning or following on from the end of the poem. Remind students that these suggestions will form the basis of their narrative.</p>
Section 2. Write a narrative		
60–120 minutes	<p>Plan and draft a narrative.</p> <p>Use Appendix B: Narrative organiser to help build and structure a narrative.</p> <p>Exchange feedback with a partner using Appendix C: Peer feedback sheet.</p> <p>Edit narrative and publish final version.</p>	<p>Revise narrative writing structure. Appendix B: Narrative organiser could be used as a handout or an OHT.</p> <p>Organise peer feedback partnerships.</p> <p>Stress the importance of planning, drafting and editing (active writing strategies).</p>



Resources for the assessment

Poetry resources

The Loner by Julie Holder — suggested poem for this assessment:

<www.newi.ac.uk/englishresources/workunits/ks4/c20drama/drama/theloner.html>.

Timothy Winters by Charles Causley — an alternative poem for this assessment:

<www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=124>.

- Appendix A Poetry analysis
- Appendix B Narrative organiser
- Appendix C Peer feedback sheet

Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

Use feedback

Using feedback to enrich teaching and learning.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.

Giving feedback about this assessment

The use of peer feedback reinforces the importance of editing and proofreading, which also models the English writing strategies of planning, drafting, revising, editing, proofreading and publishing.



For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website.

Poetry analysis

What is the poem about?

Meaning

- What is the subject matter or theme of the poem?
- What event, situation or experience does the poem describe or express?
- What ideas is the poet expressing?
- What words, symbols, images does the poet use to express or reinforce ideas?

How is the poem constructed?

Imagery

- Is there any use of similes, metaphors, personification, or symbols?
- What is their effect?

Language

- What words have been used to describe or express the subject matter?
- Are the words vivid, striking, brutal, effective or colourless and predictable?
- Is the language appropriate to the subject matter?
- What effect does the language have on the poem's achievement or readability?
- What sounds repeat (rhyme) and/or what is the beat of the poem (rhythm)?

Style

- What forms does the poem use?
- Does it use a conventional structure, like a sonnet or ballad?
- Does it use stanzas? How many?
- Does it use rhyme?
- Is the poem fast or slow?
- What is its rhythm?
- What effect does this have on the poem?
- Does the poem have any other features? (e.g. metaphors, imagery, personification, alliteration, onomatopoeia or assonance?)

Tone

- What emotion, word, or feeling is created?
- Does the emotion, mood or feeling change during the poem?
- What emotions, moods, or feelings does the poet want to evoke? (e.g. humorous, serious, mocking, peaceful, eerie, thoughtful.)

Narrative organiser

Name:

Orientation	
Message or theme:	Setting:
Major characters:	Minor characters:



Complication (problem)		
Event 1	Event 2	Event 2



Resolution (outcome)
Language elements from the poem that could be included:

Peer feedback sheet

Name of writer:

Title of work:

Name of editor:

Note to editor — if the narrative is about a poem you do not know, please read the poem and the analysis before providing feedback.

☐ Does the narrative make sense?

☐ Does it hold your interest?

☐ Does the narrative continue with the theme or message of the poem?

How does it fill in missing details that lead up to the start of the poem or extend its conclusion?

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What are the best parts of the narrative? (Identify at least three.)

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☐ Is it well organised, using the narrative structure?

☐ Is it written in paragraphs?

☐ Are the sentences interesting and varied?

☐ Does the narrative make use of words from the poem?

Identify any unclear paragraphs and/or sentences:

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Suggest ways to improve the narrative:

.....
.....

Are the following accurate:

☐ use of grammar (i.e. appropriate use of tense)

☐ punctuation, including quotation marks for dialogue

☐ standard spelling?

Does the narrative meet the required length? Yes No