



# WHAKATANE INTERMEDIATE SCHOOL ENGLISH CURRICULUM

## READING

When students enter **Year 7**, they encounter increasing demands in terms of the complexity of the texts they read in all areas of the curriculum, including English. The text and task demands of the curriculum are similar for students in Year 7 and Year 8. Students read in order to locate, evaluate, and synthesise information and ideas within and across a range of texts.

During Years 7 and 8, students continue to develop their accuracy, fluency, and independence in reading and in using texts to support their learning.

### Illustrating the Year 7 Standard

**She could have chosen to wait out the war in relative comfort ... She was determined to resist the German occupation.**

The student uses her prior knowledge of the setting and context, along with the information in the illustrations, to understand the abstract concepts of resistance and the French Resistance. The student asks and answers questions to infer Nancy's reasons for supporting the Resistance. She evaluates Nancy's actions in terms of the risks to her own safety and to that of those around her and in terms of the wider implications for the struggle against the Nazis. With prompting, the student makes connections to other texts about people resisting Nazi oppression, such as *The Diary of Anne Frank*, synthesising information to make inferences about what drives people like Nancy Wake to act with courage in high-risk situations.

**Nancy became a regular courier for the organisation, hiding desperately needed radio parts in her coat and handbag.**

**The Gestapo's Best Wasted**  
Nancy's actions made the Gestapo suspicious, and she was in constant danger. She was searched, and her phone was tapped – but the different identities she used meant the Gestapo were unable to piece anything together. Because of her ability to evade them, the Gestapo nicknamed her the "White Mouse". By 1943, Nancy's name was at the top of their most-wanted list, and a large reward was offered for her capture.

**Escape**  
It became too dangerous for Nancy to stay in France – and the Resistance urged her to head for Britain. She took the attempt to escape via the Pyrenees mountains. One time, Nancy, accompanied by French partisans, interrupted the four days. During another attempt, she had to jump from a moving train as it was searched by German soldiers. She was chased under machine-gun fire and forced to hide for eight days with no food.

**Nancy and her comrades lived rough in the forest and were constantly on the move.**

**Nancy volunteered to fetch the codes – on a bike ... Nancy set out with no identity papers and no weapon. She cycled through countryside and mountains, finally arriving back with the codes seventy-one hours later.**

**In 1941, Nancy agreed to hide two Resistance workers who were in danger of being exposed ... Nancy helped hundreds of people flee wartime France, including Jews, refugees, prisoners, and Allied airmen.**

**JOINING THE RESISTANCE**  
In 1940, the French Resistance asked Nancy to deliver a package while on her way to the cinema. Nancy became a regular courier for the organisation, hiding desperately needed radio parts in her coat and handbag. Without radio transmitters, it was difficult for members of the Resistance to stay in contact and work as a group.

**In 1941, Nancy agreed to hide two Resistance workers who were in danger of being exposed. She soon became part of a network of safe houses, set up by British officer Ian Carter, which stretched all the way to the Pyrenees mountains in the Spanish border. Nancy helped hundreds of people flee wartime France, including Jews, escaped prisoners, refugees, and Allied airmen.**  
The work of the Resistance was risky, and Nancy and her husband paid the price of the secret courier operation. They also organised bars from sympathetic French business people and sought money from the black French economy, which was not subject to the gold-purse laws.

The student finds information across the text that enables her to infer and evaluate Nancy's personal qualities, such as courage and endurance. With prompting, the student makes connections to the personal qualities of other people who have faced similar situations, for example, Mahatma Gandhi or Nelson Mandela. She synthesises information and ideas to understand the strength and commitment required by people who resist oppression and injustice.

The student by the end of Year 7 evaluates and synthesise information across the text, with some teacher prompting, to identify the personal qualities of individuals who act courageously.

This example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the reading demands of the curriculum. A number of such examples would be used to inform the overall teacher judgement for this student.

## Illustrating the Year 8 Standard

Nancy had an old truck converted into an ambulance and spent the following months transporting refugees and wounded soldiers to safety.

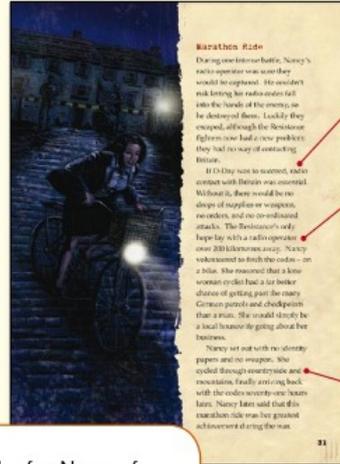
Nancy became a regular courier for the organisation, hiding desperately needed radio parts in her coat and handbag.

In 1941, Nancy agreed to hide two Resistance workers who were in danger of being exposed. She soon became part of a network of safe houses ...

The student uses his prior knowledge of the setting and context, along with the information in the text (including the illustrations), to track Nancy's deepening involvement in and support of the Resistance. He evaluates the reasons for her involvement and synthesises information across the text to infer the impact that her actions had on the lives of many people. He makes connections to other texts he has read about people who resisted Nazi oppression, such as *The Diary of Anne Frank*, to make inferences about what drove people, like Nancy, to risk their own lives to save others. He responds to teacher prompts to form hypotheses about how courageous actions by individuals and groups, when faced with injustice and oppression, might affect the course of events for individuals and communities.

### Fighting the German Invasion

When Germany invaded France soon after the start of the Second World War, Nancy's father was nearly captured as the French soldiers' hero. He would have chosen to meet the war in active combat, but as a journalist in Vienna before the war, Nancy had witnessed the Nazis' cruel treatment of the Jews. She was determined to resist the German occupation. Nancy had an old truck converted into an ambulance and spent the following months transporting refugees and wounded soldiers to safety. She also began delivering supplies to partisan camps near the front line.



### Marathon Ride

During one intense battle, Nancy's radio operator was seen they would be captured. The constant risk being her radio codes fell into the hands of the enemy, so he decided to flee. Luckily they escaped, although the Resistance fighters now had a new problem: they had no way of contacting Britain.

If D-Day was to succeed, radio contact with Britain was essential. Without it, there would be no flow of supplies or weapons, no orders, and no co-ordinated attacks. The Resistance's only hope lay with a radio operator over 200 kilometres away. Nancy volunteered to fetch the codes – on a bike. She realised that a lone woman on a bike had a far better chance of getting past the many German patrols and checkpoints than a man. She would thereby be a local hero for going about her business.

Nancy set out with no identity papers and no weapons. She cycled through countryside and mountains, finally arriving back with the codes seventy-one hours later. Nancy later said that this marathon ride was her greatest achievement of being the man.

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She was hailed as a heroine, becoming the most decorated Allied servicewoman of the Second World War.

The student asks and answers questions in order to evaluate the risks for Nancy, for the Resistance, and for the outcomes of D-Day when she undertook the journey to fetch the radio codes. He describes the qualities Nancy possessed, such as courage and endurance, and synthesises information to consider why Nancy has been "hailed as a heroine". The student makes connections to the personal qualities of other people he has read about who have faced similar situations, for example, Mahatma Gandhi or Nelson Mandela. He asks and answers questions about why these qualities are so important for resisting oppression and injustice, and he considers what might have happened if people had chosen not to take action.

The student by the end of year 8 does this with a greater independence and confidence as well as describing the impact of these actions.

The example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the reading demands of the curriculum. A number of such examples would be used to inform the overall teacher judgement for this student.

# WRITING

When students enter **Year 7**, they encounter new demands as they engage with the breadth and depth of the content they need to learn across the curriculum.

As in earlier years, students in years 7 and 8 use their writing to think about, record, and communicate experiences, ideas, and information. Because the writing demands in curriculum activities are often implicit, students need to develop greater independence and flexibility in deciding on processes and in choosing text structures and language that are appropriate to specific tasks.

In years 7 and 8, students create texts choosing content, language, and a clear and logical text structure to meet the requirements of the curriculum task. By the end of **year 8**, students need to be confidently and deliberately choose the most appropriate processes and strategies for writing in different learning areas.

## Illustrating the Year 7 Standard

Transcript: 'Bottle Submarine'

Before Room 27 could start building, everyone had to plan. Our groups planned by coming up with two different designs for the submarine. After that everyone wrote problems and solutions for their designs. Then our group pickid which one we liked the most.

To start making our submarines, everyone in their groups had to bring different materials. My group brought a bottle, tinfoil, marbles, and wood. First my group cut a hole on the side of the bottle. Then we made two tinfoil balls with marbles in them. Then we stuck them inside the bottle. Also we added little pieces of wood. Then we covered the hole up with tinfoil... but left a little space on the front to see in. Then we added water inside the bottle.

The students in this year 6 and 7 class are evaluating aspects of a science and technology unit that they have undertaken. As they write about and discuss what their group has done during the unit, they explore the success they have had, both in developing and testing their prototypes and in working collaboratively as a group.

The student describes, in sequence, the process undertaken by her group during their science and technology challenge, although she has used the time connective "then" somewhat excessively. Her detailed explanation of how to construct a submarine lists six actions undertaken by her group (compared to the two actions described by the year 6 student). The student is also able to make some clear links between paragraphs. For example, the phrase "To start making our submarines" clearly links the information about planning, in paragraph two, with that about building, in paragraph three.

The image shows a handwritten transcript of a student's writing about building a bottle submarine. The text is written on lined paper and is divided into three paragraphs. The first paragraph describes the planning phase, where the student and her group came up with two different designs and chose the one they liked most. The second paragraph describes the materials used, including a bottle, tinfoil, marbles, and wood, and the initial steps of cutting a hole in the bottle and adding tinfoil balls with marbles inside. The third paragraph describes the final steps of covering the hole with tinfoil and leaving a little space on the front to see in. The transcript is annotated with red lines and boxes, highlighting specific parts of the text that are discussed in the surrounding text blocks. The annotations include underlining of key phrases, boxes around specific words, and arrows pointing from the surrounding text blocks to the corresponding parts of the transcript.

Transcript: The Grey Wolf!

The colour and thickness of their coat varies depending on their environment.

There are many different Grey wolves and they have adapted to their environment and their climates. For Example the Grey wolves in Greenland and Siberia live on tundra (tree-less plains), when Grey wolves in Canada and the USA live in forests.

Since wolves are not on the top of the food chain (We are) they are hunted as well.

As part of their learning in science, a year 7 class is studying how animals are suited to their environments. The purpose for the writing is to explain how particular animals have adapted to their environments.

The student writes concisely, using precise language and selecting relevant details about the grey wolves' environment. She clarifies meaning by adding definitions in brackets and uses subject-specific vocabulary that is appropriate to the task and purpose ("adapted", "environment", "climates"). She has used varied sentence types, including complex sentences with phrases that add relevant detail, for example, "Since wolves are not on the top of the food chain (We are) they are hunted as well."

The image shows a handwritten transcript titled "Grey Wolf!". The text is written on lined paper and is divided into two main sections: "Intro/Classification" and "Description". The "Intro/Classification" section describes the wolf as the largest of 41 species in the dog family and lists three types of wolves: Arabian Wolves, Red Wolves, and Grey Wolves (also known as timber wolves). The "Description" section describes the average size of a wolf, the color of its fur, and the weight of a wolf. The transcript is annotated with red lines and boxes, highlighting specific parts of the text that are discussed in the surrounding text blocks. The annotations include underlining of key phrases, boxes around specific words, and arrows pointing from the surrounding text blocks to the corresponding parts of the transcript.

The students by the end of year 7 choose an appropriate text structure and relevant content, vocabulary, and sentence structures as they record and communicate ideas and experiences to complete the curriculum task.

The example illustrates aspects of the tasks and texts and demonstrates how each student engages with both tasks and text to meet the writing demands of the curriculum.

## Illustrating the Year 8 Standard

Transcript: 'No Advertisements'

Well first of all I think that **THE** most irritating thing about advertisements is the time we waste watching them. I mean truth told a normal t.v. programme would be around twenty minutes but if you include the advertisements then the time frame would stretch to thirty minutes ... **THAT!** is what I call annoying.

Advertisements are annoying because they are always on the t.v. and they are always on the radio. I think that the most annoying thing about advertisements is the time we waste watching them. I mean truth told a normal t.v. programme would be around twenty minutes but if you include the advertisements then the time frame would stretch to thirty minutes ... THAT! is what I call annoying.

As part of their learning in English, the students in this year 8 class are writing in order to prepare for speeches they will deliver to their classmates about an issue that they feel strongly about. This writing task requires the students to gather, organise, and prioritise information and to think about the language structures and features that have an impact when text is delivered orally.

The student writes concisely to persuade others about his selected topic. His sentences are grammatically correct, and he selects content that is relevant to his purpose. Each main point is supported with elaborating examples. These examples have been selected to add weight to the student's arguments and to appeal to the fellow students in his audience by making links to their personal experiences.

The student structures his text logically. For example, he makes clear links between paragraphs ("THAT! is what I call annoying", "Advertisements are annoying theres no doubt about that"). He selects and uses specific rhetorical questions ("Doesn't it blow your mind to think that they are trying to brainwash you with their pointless shows?") and emotive language ("irritating", "brainwash") to persuade his audience. He also uses phrases that are appropriate to the purpose of preparing a speech ("truth told", "theres no doubt about that"). The student's use of some visual language features (especially capitalisation) indicates the intensity with which his main points would be delivered in an oral presentation.

Advertisements are annoying theres no doubt about that especially when they continuously play the same advertisements over and over again.

Doesn't it blow your mind to think that they are trying to brainwash you with their pointless shows?

My writing is called Selfish stupid smoke Selling  
It is an Exposition

I wrote it to make people believe that smoking should be illegal and to make them think the way I think

One of my learning goals was to use features of other level 4 writers

I achieved it ~~because~~ because I read other level 4 writing thought about what I liked about them and tried to put it in my writing. I put in strong verbs and adjectives like murderers and stupid and pathetic. I put in facts like 'scientists claim you get 14 years off your life' and I put in how we would feel like 'How would you feel if.'

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**I achieved it** because I read other level 4 writing, thought about what I liked about them and tried to put them in my writing. I put in strong verbs and adjectives like murderers and stupid and pathetic! I put in facts like 'scientists claim you get 14 years off your life' and I put in how we would feel like 'How would you feel if.'

As part of an integrated health and English unit, this student is writing a text that attempts to persuade others that cigarette smoking should be banned. She then uses a teacher-generated template to reflect on the processes she has used, demonstrating the importance of being able to evaluate the production of her own text.

The student expresses concisely, using (mostly) grammatically correct sentences, what she believes she has achieved as a writer of expository texts. She uses her proficiency as a writer to analyse the effectiveness of her own writing, for example, selecting and including facts relevant to the topic, applying skills she has observed in other students' writing to her own work, and using expressive verbs and adjectives in her writing (though not always correctly). The student adds detail and examples to her writing to strengthen its metacognitive potential and power.

The student by the end of year 8 deliberately include appropriate text features as the think about and communicate their ideas and experiences in order to complete the curriculum task.

The example illustrates aspects of the tasks and texts and demonstrate how each student engages with both task and text to meet the writing demands of the curriculum.