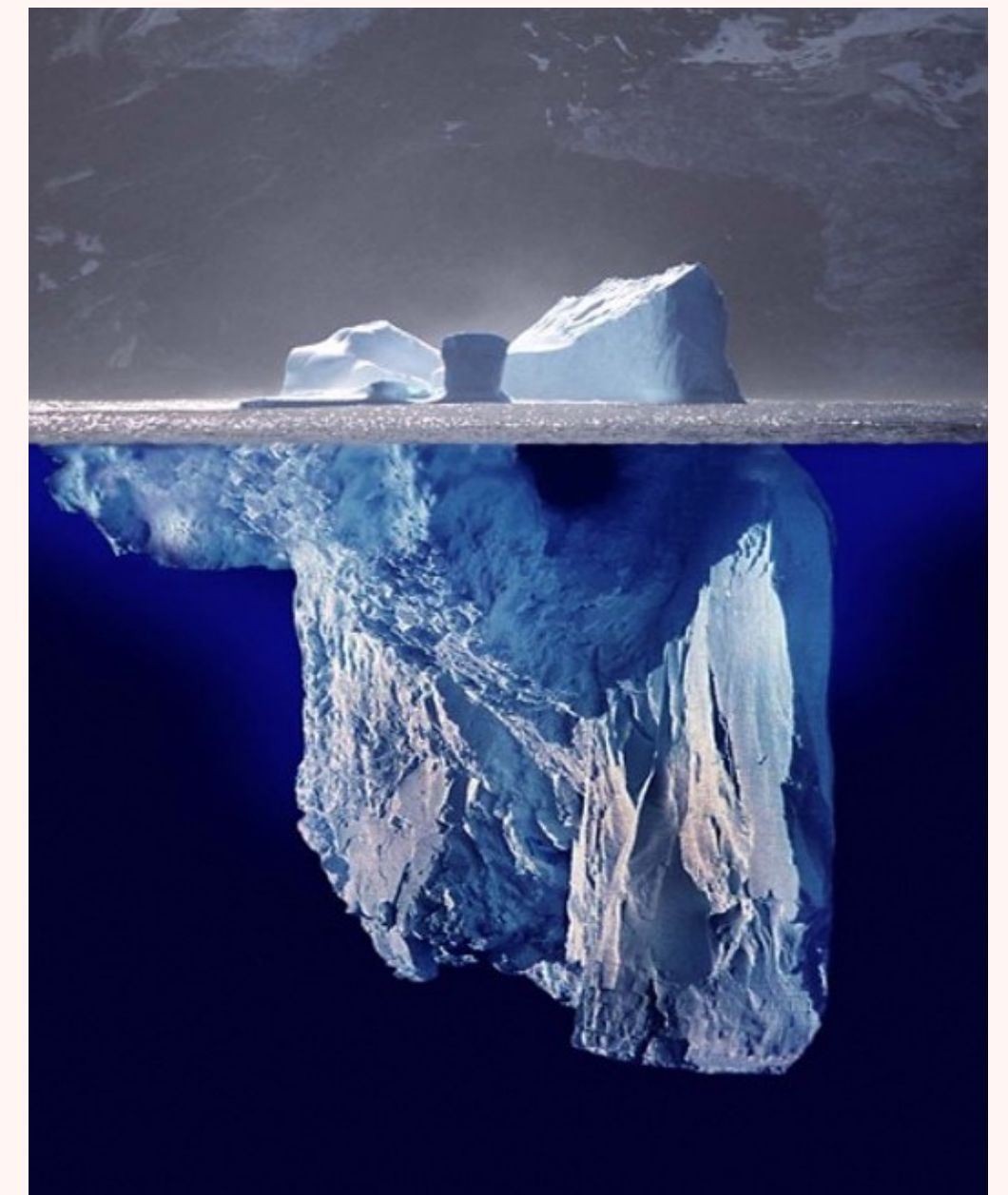
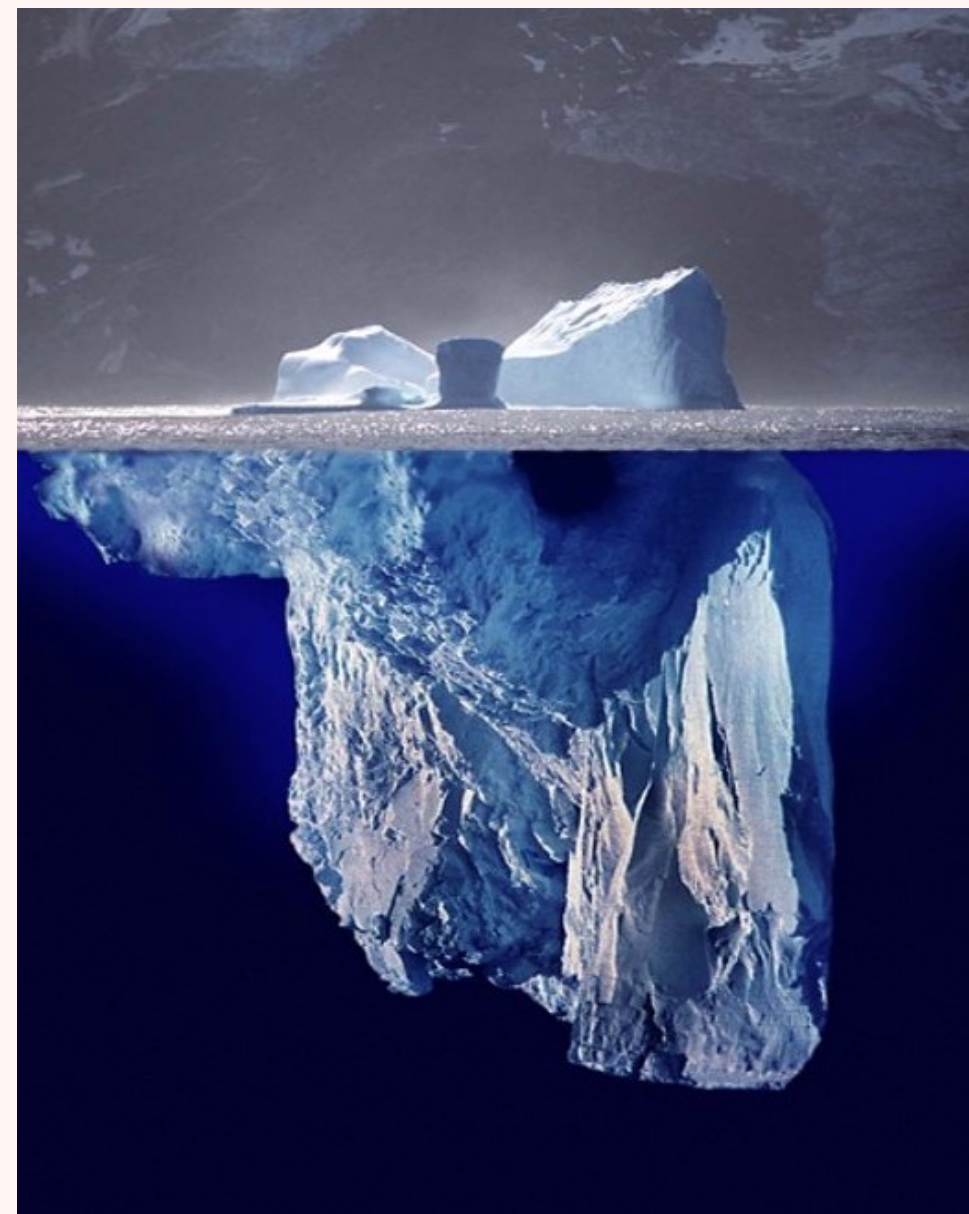
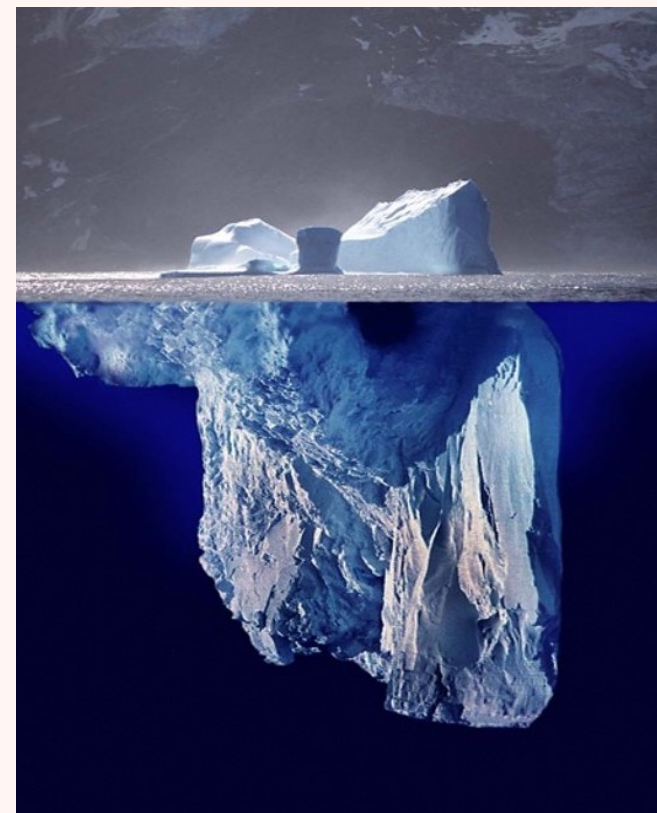
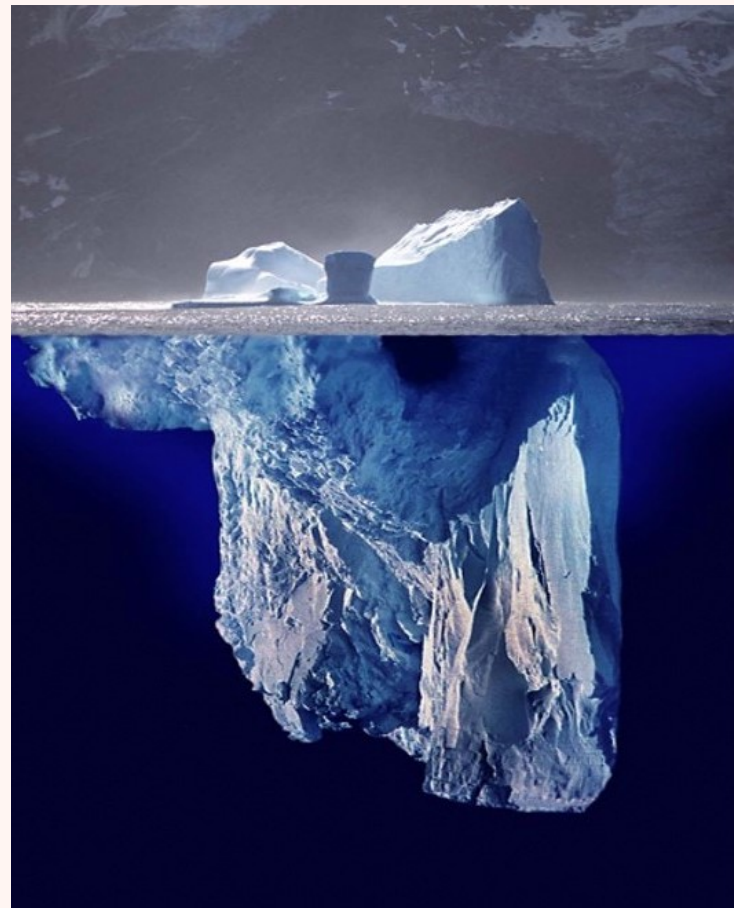
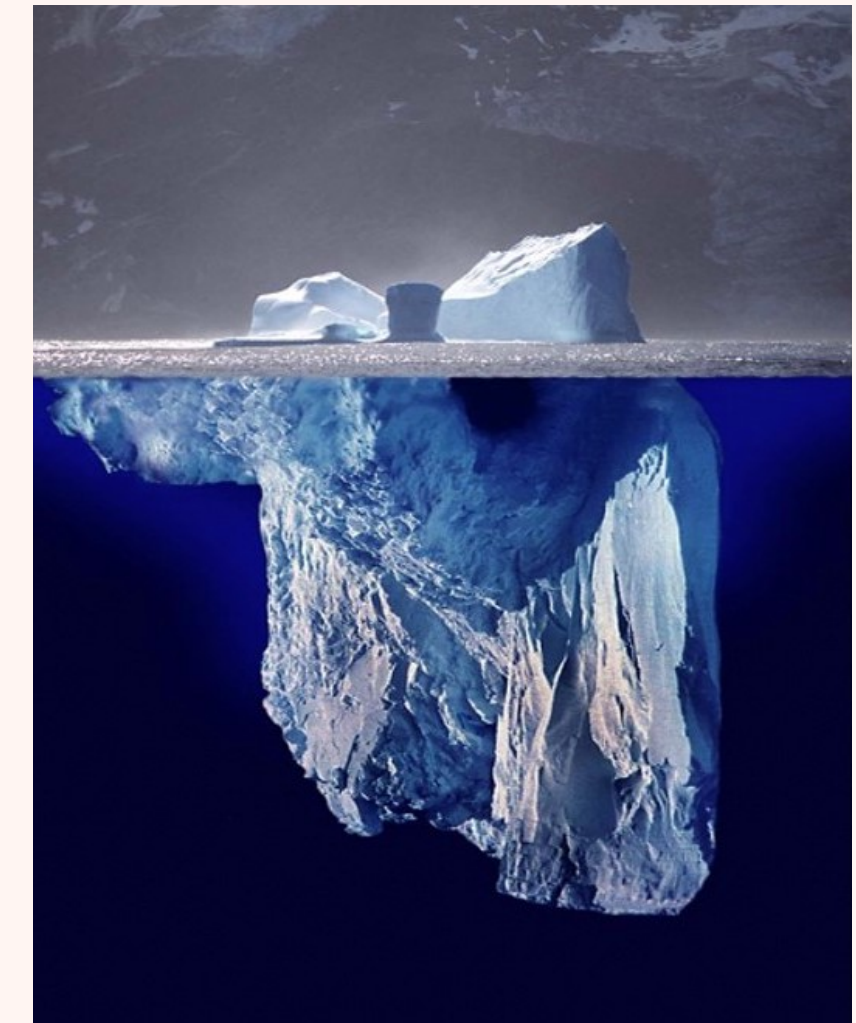
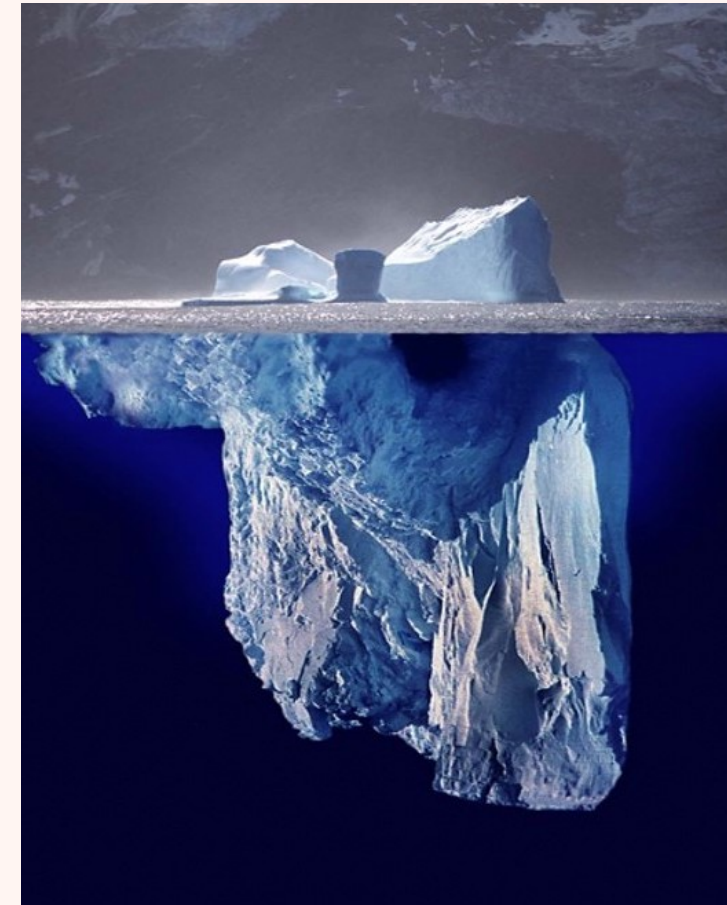
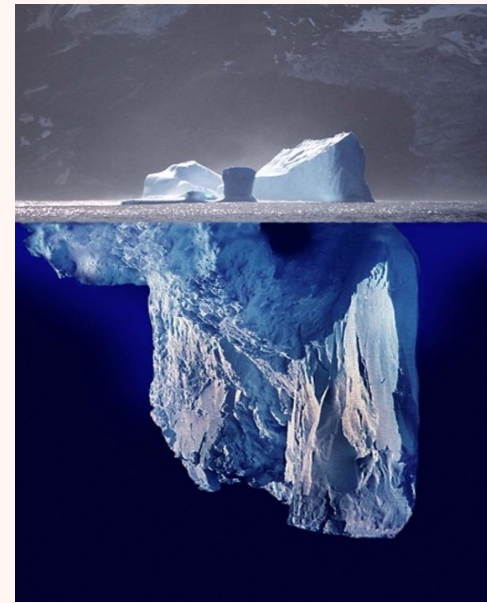
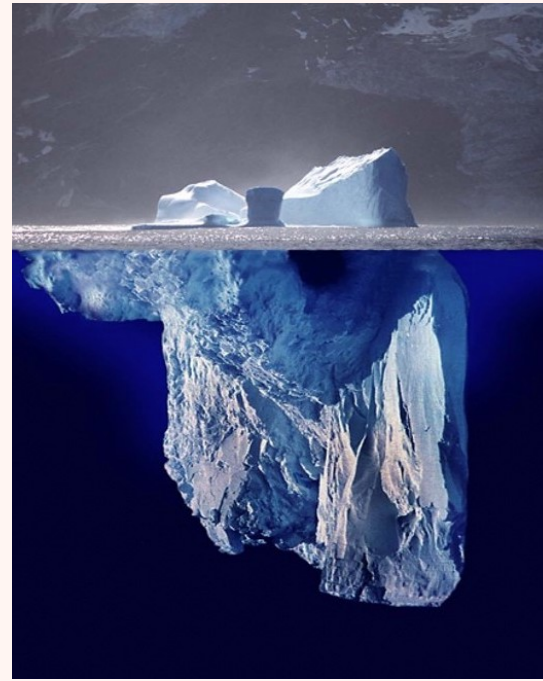


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# **CASE STUDY 3: FOCUS ON THE NAPLAN 'READER MAGAZINE'**

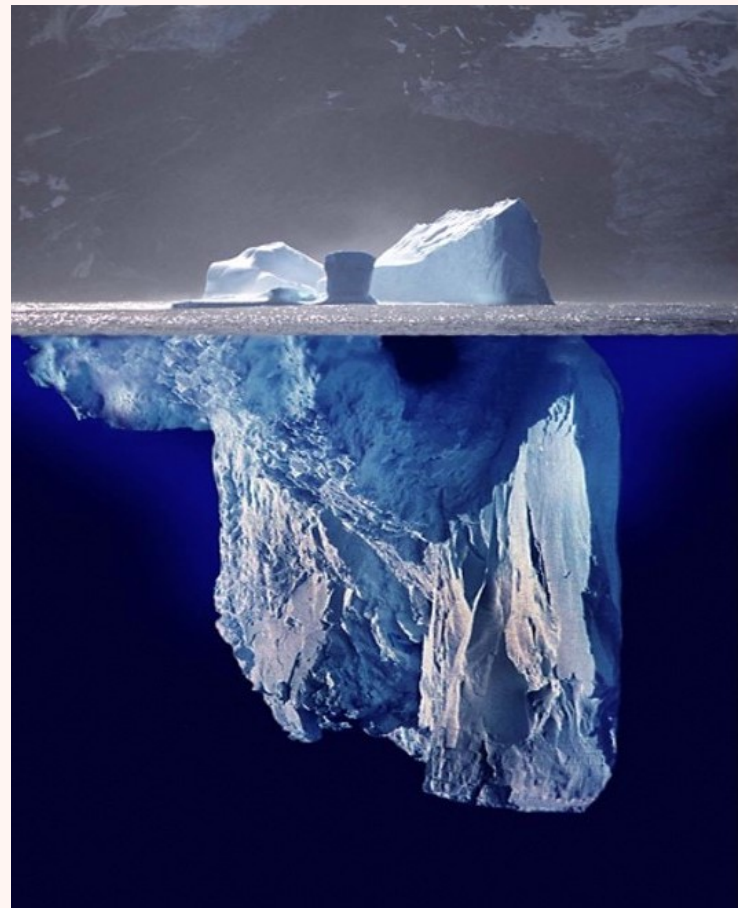
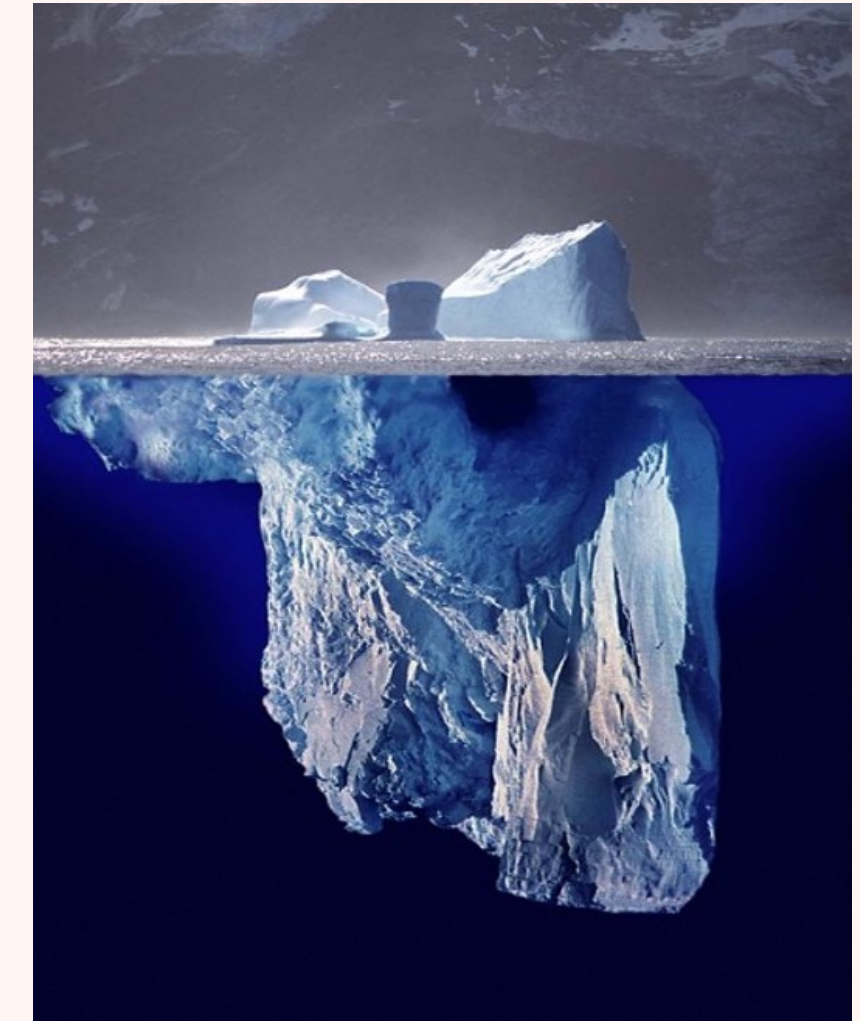
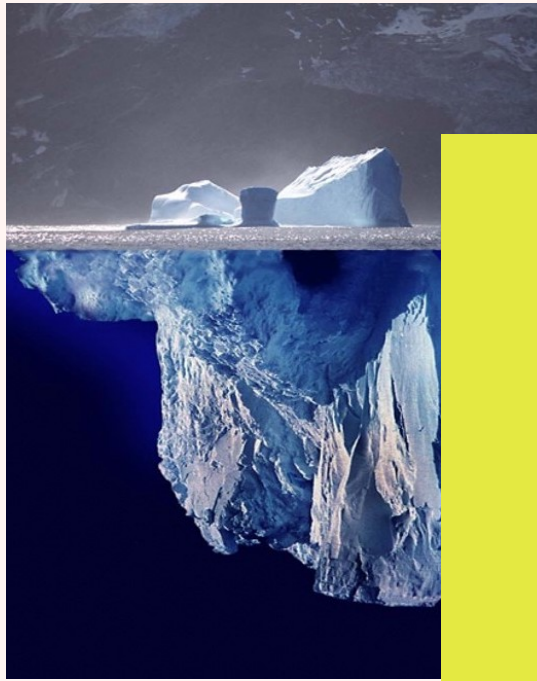
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# EIGHT ICEBERGS



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What are the explicit features that you use to say what is the genre that you're reading?



# 2015 Reading Magazine



## Music for the Planet

WEEKEND FESTIVAL

**Sandy Park** 10 October 2015 1:00 pm – 6:00 pm  
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Ben Moore  
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### Call for Volunteers

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LOCAL ARTS COUNCIL GET ACTIVE Film Today MUSIC FOR LIFE enviroAware

<http://www.musicfortheplanet.com.au>

## The best medicine

No matter our age, country or culture, we all enjoy a good laugh. It's one of the first ways we communicate with each other and we often do it without even thinking about it.

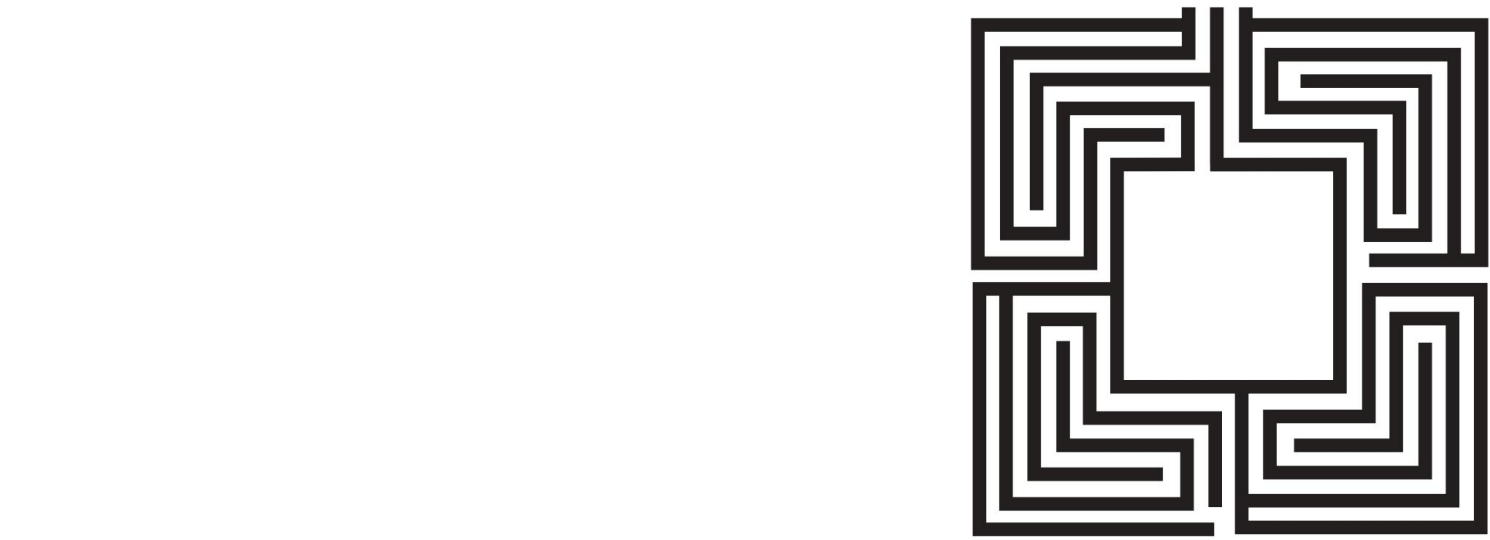
All sorts of different things can make us laugh and, once we start, it can be difficult to stop. It seems to be completely involuntary. Sometimes, just hearing someone else laugh can be enough to get us started. But laughing is more than just a pleasurable, contagious sound. It's a whole body work-out. When we laugh, energy is used to tighten and relax muscles, not only in the mouth and face but also in the arms, legs and upper body. Laughing can really get the heart racing!

Medical research has shown that when laughter is natural and unforced, there are huge physical and mental health benefits. Physically, blood flow is improved through the cardiovascular system; the immune system, which helps us resist disease, is boosted; muscle tension is eased; and of course the very deep breaths associated with laughing give the lungs a great clean-out. In terms of our mental health, the endorphins released by the brain when we laugh make us feel happier and more positive. Laughing reduces stress and distracts us from our troubles. Perhaps most importantly, sharing laughter, even with strangers, gives us a feeling of belonging and kinship.

Hospitals around the world are recognising the benefits of laughter and are including it in their patient care. In Australia, *The Humour Foundation* is a charity that works in partnership with medical professionals in many hospitals to promote the health benefits of laughter. The charity organises for specially trained Clown Doctors to visit patients and 'treat' them with a 'dose' of humour.

Laughter really is good medicine.





# The Minotaur

*In ancient Greek mythology, Ariadne was the guardian of the labyrinth (maze). At its centre was the monster named the Minotaur.*

A cry went up as the ship from Athens was sighted. Waiting on the docks, Ariadne and her father, Minos, the powerful King of Crete, were curious about the ship’s human cargo. Minos was weary of war with Athens and had proposed a terrible bargain in exchange for peace. If Athens would send seven of its finest young men and seven of its finest young women to be sacrificed to the Minotaur, then Minos would spare the rest of Athens. The Athenians had been shocked by the cruelty of the proposal, but for the sake of peace they reluctantly accepted it.

As the young Athenians stumbled from the ship, trembling and with eyes downcast, Minos observed them without pity. Ariadne gazed intently at each of them until her eyes fell on one of the youths, the handsome Prince Theseus. He had volunteered to take the place of one of his young countrymen and to attempt to kill the Minotaur. Ariadne sensed he was the leader of the group, and she wondered if he could help her escape from her island home.

That night she went to where Theseus and the others were being held. ‘If you agree to take me with you when you leave, I will help you to defeat the Minotaur.’

Theseus was astounded. He had come with no plan, only a burning desire to save his fellow Athenians. Suddenly he was being offered a way to succeed. ‘I will meet you inside the entrance to the labyrinth tomorrow,’ she whispered, ‘and give you a sword to kill the Minotaur and some string to guide you back to the entrance when you have slain the beast. When you have done that, we must flee immediately.’

And so the hero, Theseus, defeated the Minotaur and escaped with the Athenians and Ariadne.



# A way forward

Budi glanced around the room. Most of the village had turned out for the meeting and every spot on the bamboo mats was taken. Mothers fanned sleeping children, fathers sat cross-legged and shared jokes with neighbours. Budi’s nephew Ari had turned up, even though his young daughter was sick with dengue fever.

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‘Thank you for coming. We all know why we are here. We have had a new offer from the logging company. In exchange for access to our forest, they will bring doctors from the city and set up a full-time medical clinic. The time has come for us to debate their offer,’ he said.

There was a brief silence before Wawan, a visiting activist from a global conservationist group, spoke up.

‘I’d like to repeat what I have said before: you should not trade your precious trees to this company. We have a duty to protect this forest—for the sake of the Earth and the animals that depend on it for survival!’

‘That’s easy for you to say,’ muttered Ari. He coughed, and spoke again, this time with more confidence. ‘You can go back home, to your city doctors. I am tired of seeing my children shivering with fever because we have no medical care. I say we accept the offer, for the sake of our children and our elderly.’

An older man sniffed loudly in response. ‘Hmph! You think you can speak for your elders? You need to think about what you are asking for. You can take your child to a doctor, even if it is a long way. It’s not easy, but it is possible. But once the forest is gone, it’s not possible to get it back. Our traditional way of life will be gone forever.’

Diah, one of the mothers, stopped fanning her child to speak up. ‘There are no jobs in tradition. My husband had to move to the city to find a job. Wouldn’t it be better for our children if he could find work here in the village with the logging company? Don’t we have a right to jobs?’

Wawan angrily pushed his spectacles up. ‘What about the endangered animals that live in this forest? Don’t they have rights too?’

Soon, villagers began speaking all at once.

‘Enough!’ cried Budi and silence descended on the room again. ‘It’s time for us to make a decision together,’ he said.

# 2015 Reading Magazine



## Caffeine —an eye opener!

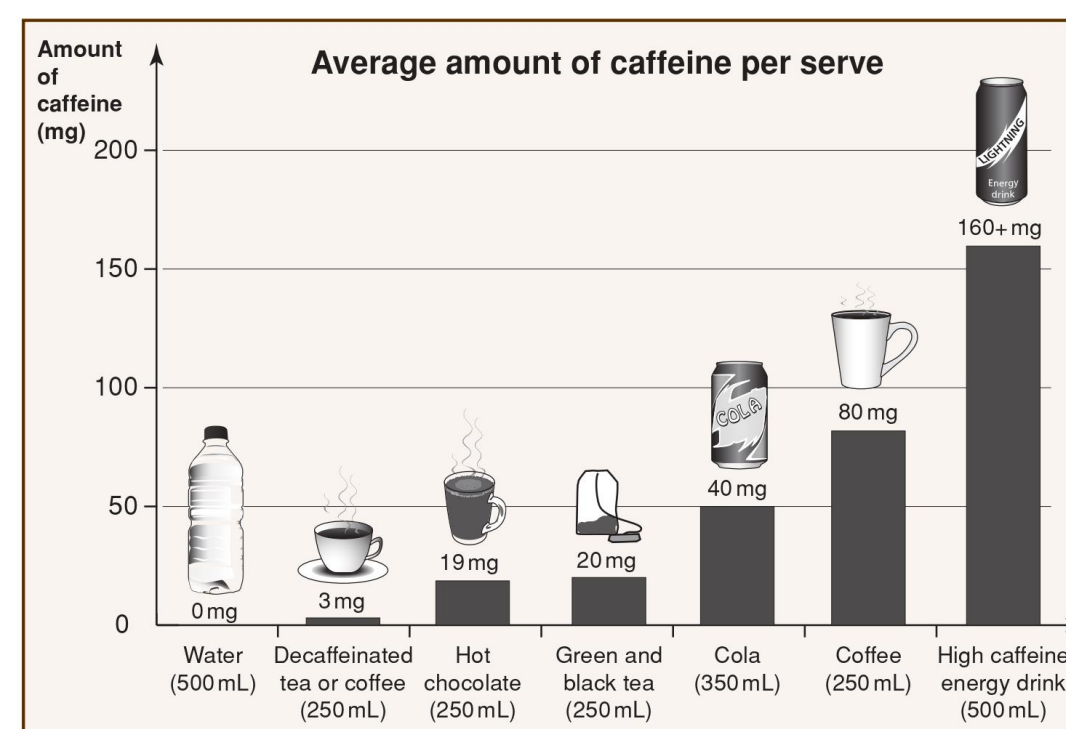
So what's your first choice for a drink on a hot day? Chances are, that you, like most people under the age of eighteen, will opt for a big cold can of cola or an energy drink crammed with caffeine. 'So *what*,' you say, 'it *tastes good and keeps me alert*'. Well, here are a few facts about caffeine that should make you think again!

For a start, caffeine—the common name for the chemical trimethylxanthine—is a drug. And like any other drug, its use can potentially have a disastrous effect on your developing brain and body. The parts of the brain that are in charge of higher functions include the prefrontal cortex and the temporal lobe and, at your age, these areas are still being developed and refined. The brain chemical adenosine, which controls your sleep patterns, is crucial to the development of these brain sections. The reason that caffeine makes you feel alert and less sleepy is because it blocks the action of adenosine and increases adrenaline production, speeding your metabolism. Get into the habit of slamming down too many of those high caffeine energy drinks every day and you can wave goodbye to good quality sleep and potentially affect your brain!

You can also stop kidding yourself that you're reaching for the caffeine just for the taste because it is tasteless at the levels found in beverages. What you taste is the massive amount of sugar that has been added to the drink. The caffeine is there to add the kick and to stimulate the production of dopamine in the nucleus accumbens. This is the pleasure and reward part of the brain which forms addictions. The upshot is that your brain associates the pleasure of sugar with the stimulation of the caffeine, making you want more.

By the way, caffeine is toxic in large quantities. Consume about 750mg of caffeine in a day and you could experience anxiety attacks, ringing in the ears, migraine, heart palpitations and blurred vision. Even heart failure is not unknown!

Hmm ... maybe water would be a smarter choice from now on.



## Mrs Douglas

Dressmaking didn't pay so well in the bush then as it had in the old digging days when sewing-machines were scarce and the possession of one meant an independent living to any girl—when diggers paid ten shillings for a strip of "flannen" doubled over and sewn together, with holes for arms and head, and called a shirt. Mrs Douglas had a hard time, with her two little girls, who were still better and more prettily dressed than any other children in Bourke. One grocer still called on her for orders and pretended to be satisfied to wait "till Mr Douglas came back", and when she would no longer order what he considered sufficient provisions for her and the children, and commenced buying sugar, etc., by the pound, for cash, he one day sent a box of groceries round to her. He pretended it was a mistake.

"However," he said, "I'd be very much obliged if you could use 'em, Mrs Douglas. I'm overstocked now; haven't got room for another tin of sardines in the shop. Don't you worry about bills, Mrs Douglas; I can wait till Douglas comes home. I did well enough out of the Imperial Hotel when your husband had it, and a pound's worth of groceries won't hurt me now. I'm only too glad to get rid of some of the stock."

She cried a little, thought of the children, and kept the groceries.

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## Auroras: neon signs in the sky

The phenomenon of the *aurora australis* (and its northern counterpart the *aurora borealis*) is one of nature's wonders. The majestic displays of the aurora—vast curtains of undulating green, red or blue light hundreds of kilometres high—can be seen in night skies in Antarctica and sometimes as far north as Tasmania, and are the result of a complex interaction between three major elements.

The first of these, Earth's *atmosphere*, is the collection of gases that surround the planet, mainly nitrogen and oxygen. This gas envelope begins at the planet's surface and extends upwards more than 700 km, becoming less dense with increasing altitude. Also enveloping the planet is a strong magnetic field called the *magnetosphere*, which arises from deep within Earth's core and spreads along invisible 'field lines'. The magnetosphere causes charged particles from space to be deflected around the planet. This function is made important by the third element in the equation: the *solar wind*. This 'wind' is actually a plasma composed of charged particles (protons and electrons) ejected from the Sun at high velocity by its intense nuclear fusion activity.

High in Earth's atmosphere, at the border between the denser gaseous regions and outer space, lies a zone known as the *ionosphere* where the *aurora* occurs. Here, the high-energy charged particles of the solar wind become captured by the magnetosphere and are driven into collision with the gas particles of the atmosphere. As gas atoms absorb energy from collisions with the solar-windborne particles, the atmospheric gases become 'excited', or at even higher energies, 'ionised' (positively charged). These atoms release light (photons) when they fall back out of their excited or ionised states. Much like the gas contained in a neon sign, which glows as a current is passed through it, the particles in the ionosphere glow as they return to an unexcited state.

But why the differing colours of the auroras, and why do they only happen near the poles? The colours are explained by the different *spectra* emitted by different gases at different levels of excitation—lower-energy oxygen yields different (reddish) hues compared to higher-energy nitrogen (greenish). As for the phenomenon's polar locations, interactions between magnetic fields and charged particles are simply stronger where the magnetic field itself is stronger—near the planet's magnetic poles.



*Matthew returns to the small community where he had lived as a child, drawn by his feelings for Frances, his childhood friend. He remembers their first meeting.*

## Lost and found

After finishing his coffee he went outside and stood on the pavement, not sure which way to go. For the first time, he wondered if he should have come back at all. When he'd gone away, he'd had no choice. His parents were leaving, so that was it. But he'd never accepted the move.

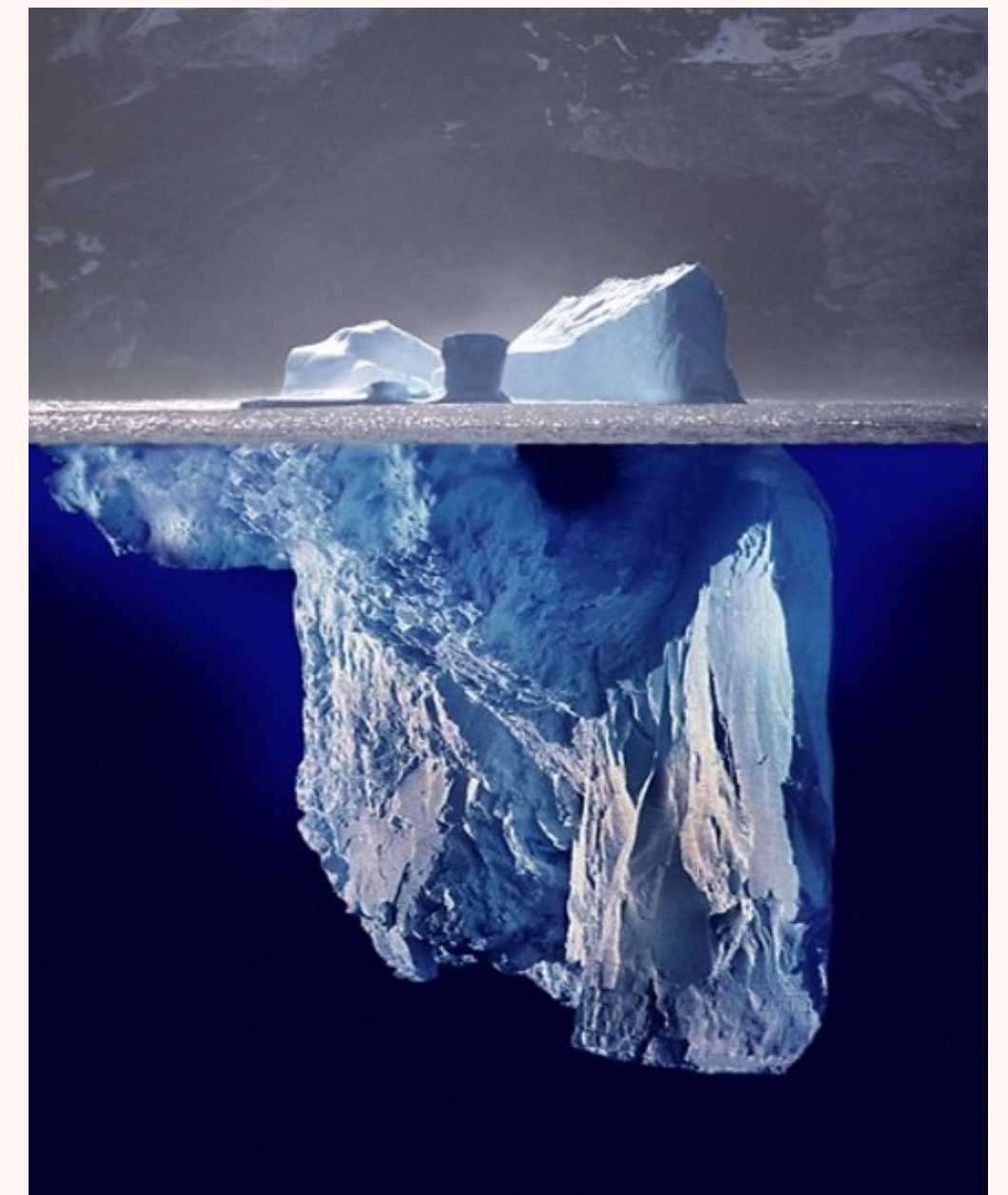
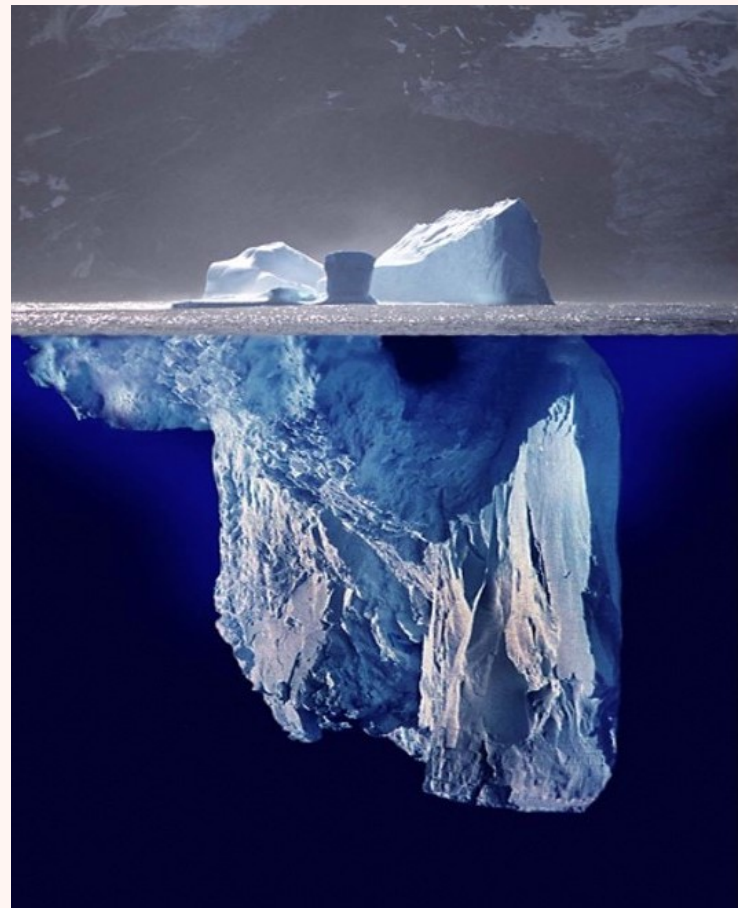
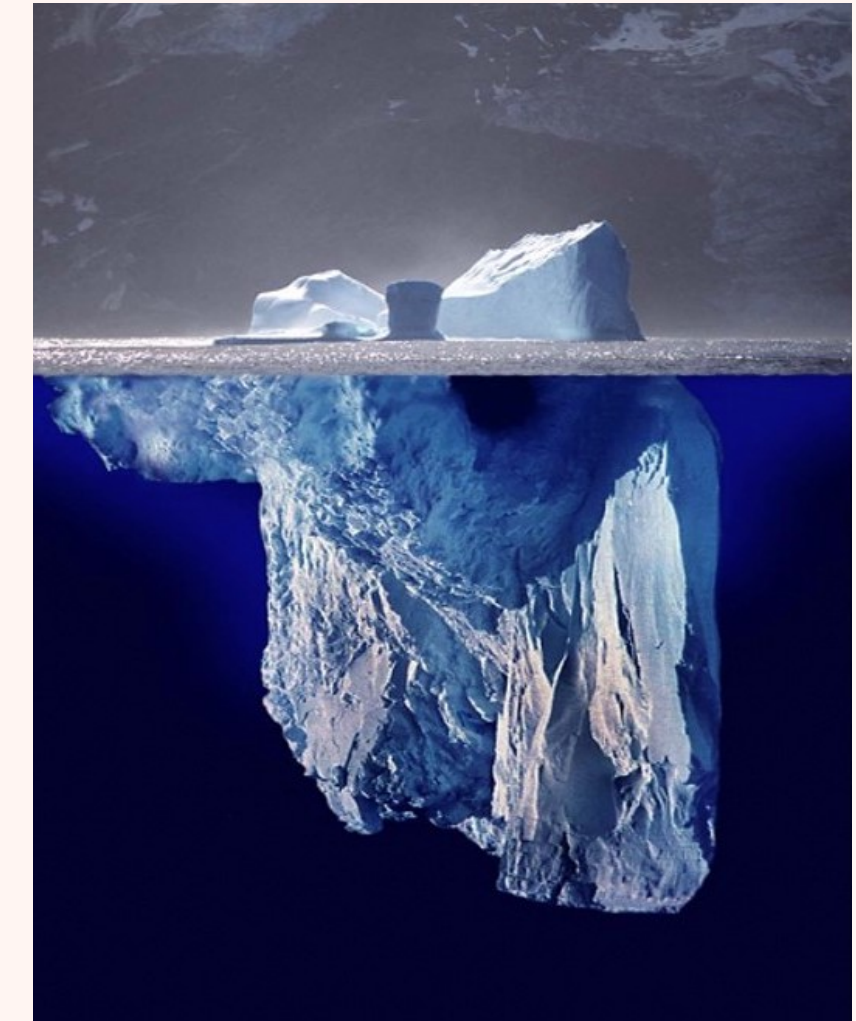
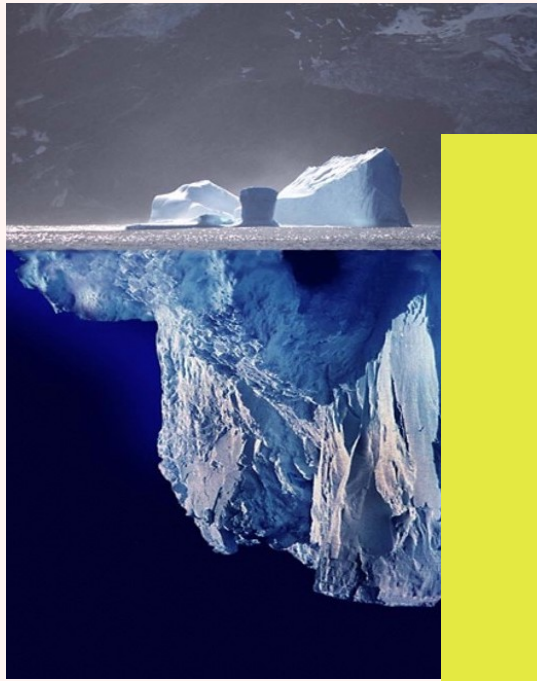
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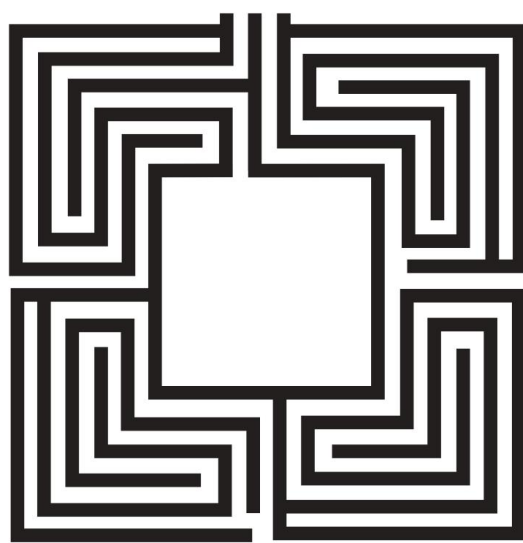
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# EIGHT ICEBERGS

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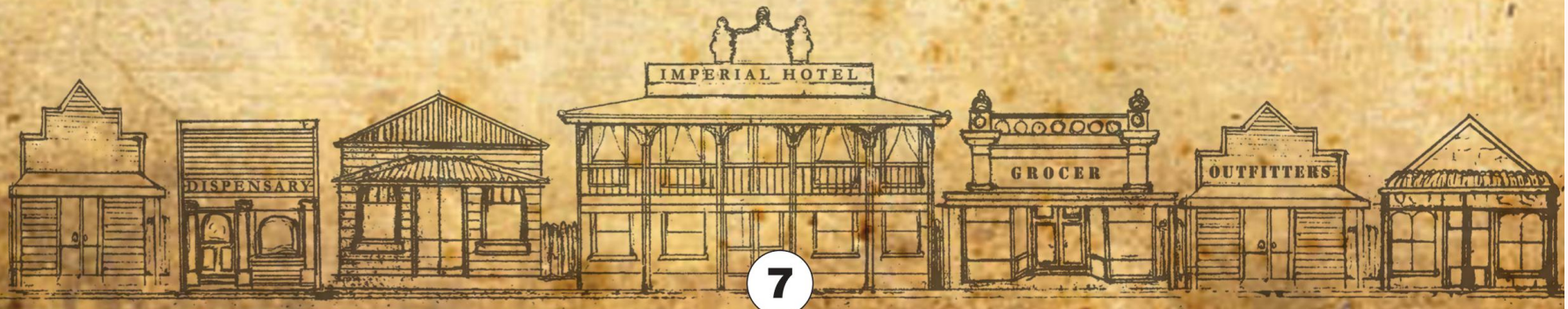
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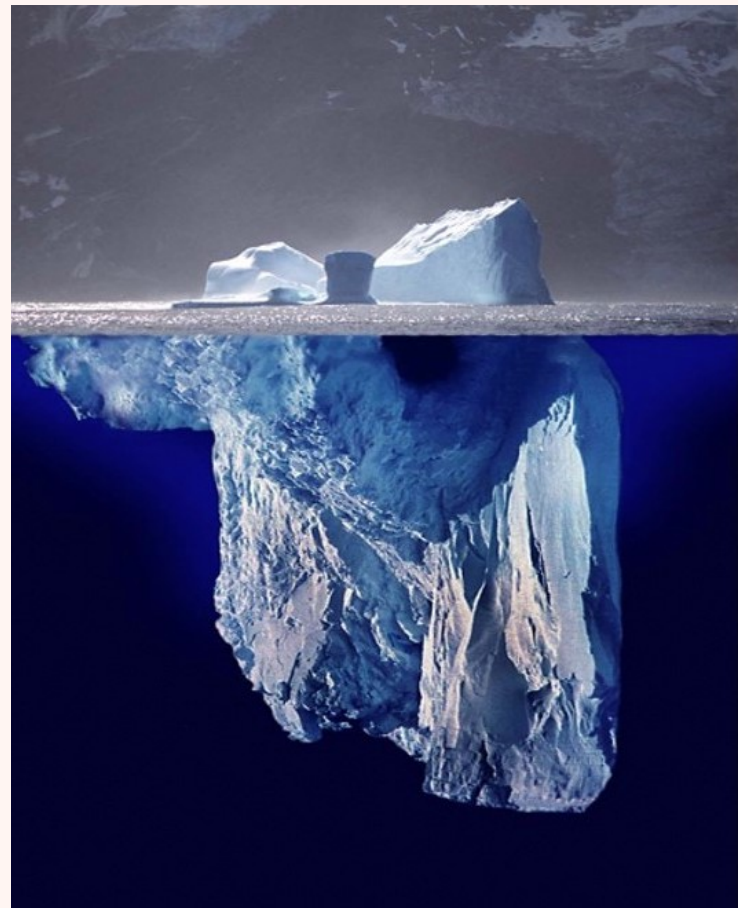
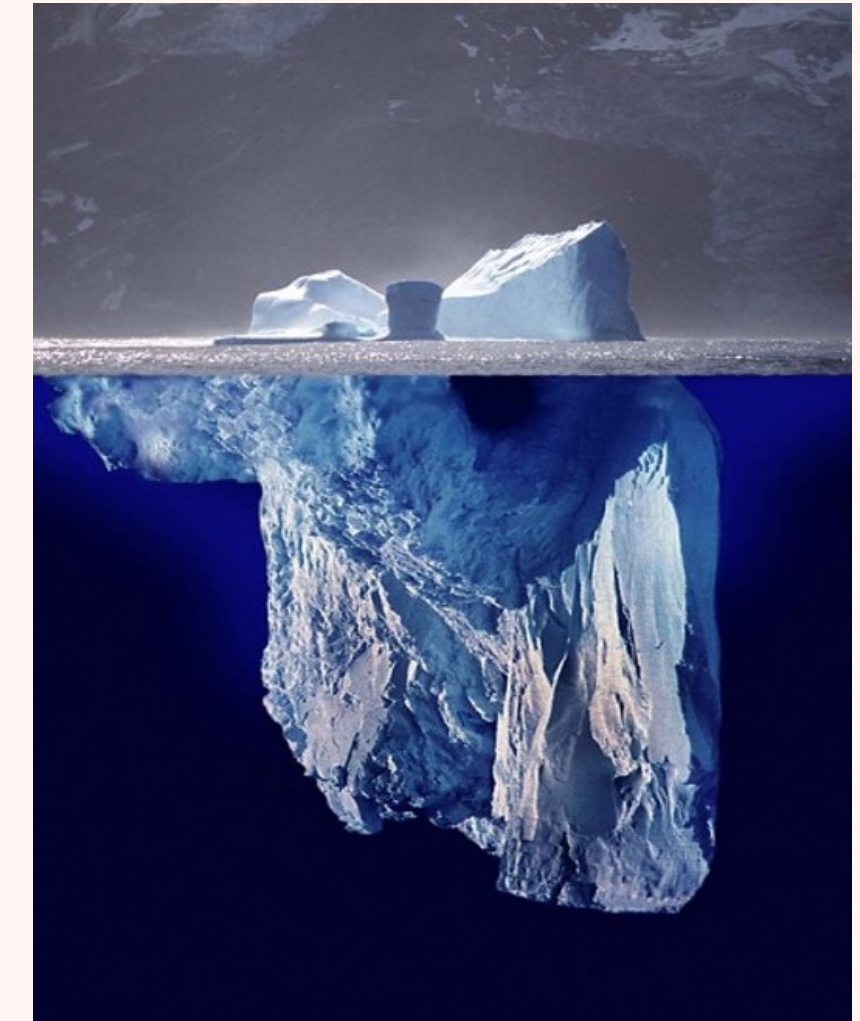
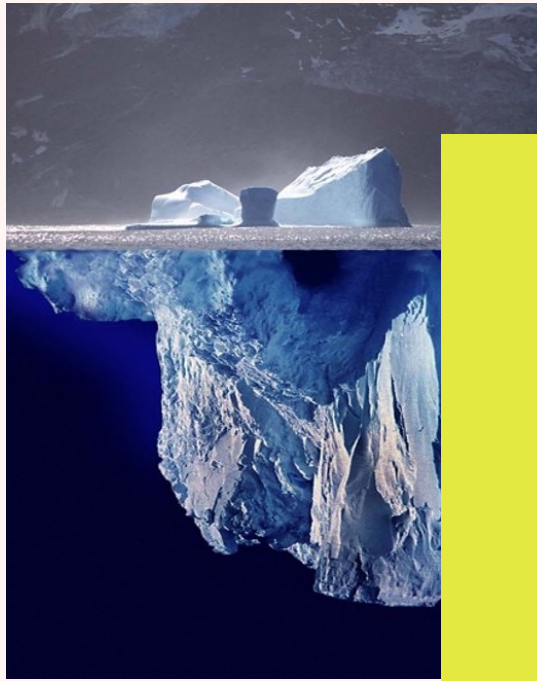
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# 2015 Reading Magazine



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VOLUNTEER

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collecting tickets and issuing wristbands; checking wristbands at entry–exit points; handing out water and sunscreen; ticket sales; festival set-up and pack up, and administering surveys.

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## The best medicine

No matter our age, country or culture, we all enjoy a good laugh. It's one of the first ways we communicate with each other and we often do it without even thinking about it.

All sorts of different things can make us laugh and, once we start, it can be difficult to stop. It seems to be completely involuntary. Sometimes, just hearing someone else laugh can be enough to get us started. But laughing is more than just a pleasurable, contagious sound. It's a whole body work-out. When we laugh, energy is used to tighten and relax muscles, not only in the mouth and face but also in the arms, legs and upper body. Laughing can really get the heart racing!

Medical research has shown that when laughter is natural and unforced, there are huge physical and mental health benefits. Physically, blood flow is improved through the cardiovascular system; the immune system, which helps us resist disease, is boosted; muscle tension is eased; and of course the very deep breaths associated with laughing give the lungs a great clean-out. In terms of our mental health, the endorphins released by the brain when we laugh make us feel happier and more positive. Laughing reduces stress and distracts us from our troubles. Perhaps most importantly, sharing laughter, even with strangers, gives us a feeling of belonging and kinship.

Hospitals around the world are recognising the benefits of laughter and are including it in their patient care. In Australia, *The Humour Foundation* is a charity that works in partnership with medical professionals in many hospitals to promote the health benefits of laughter. The charity organises for specially trained Clown Doctors to visit patients and 'treat' them with a 'dose' of humour.

Laughter really is good medicine.



# 2015 Reading Magazine



## Caffeine —an eye opener!

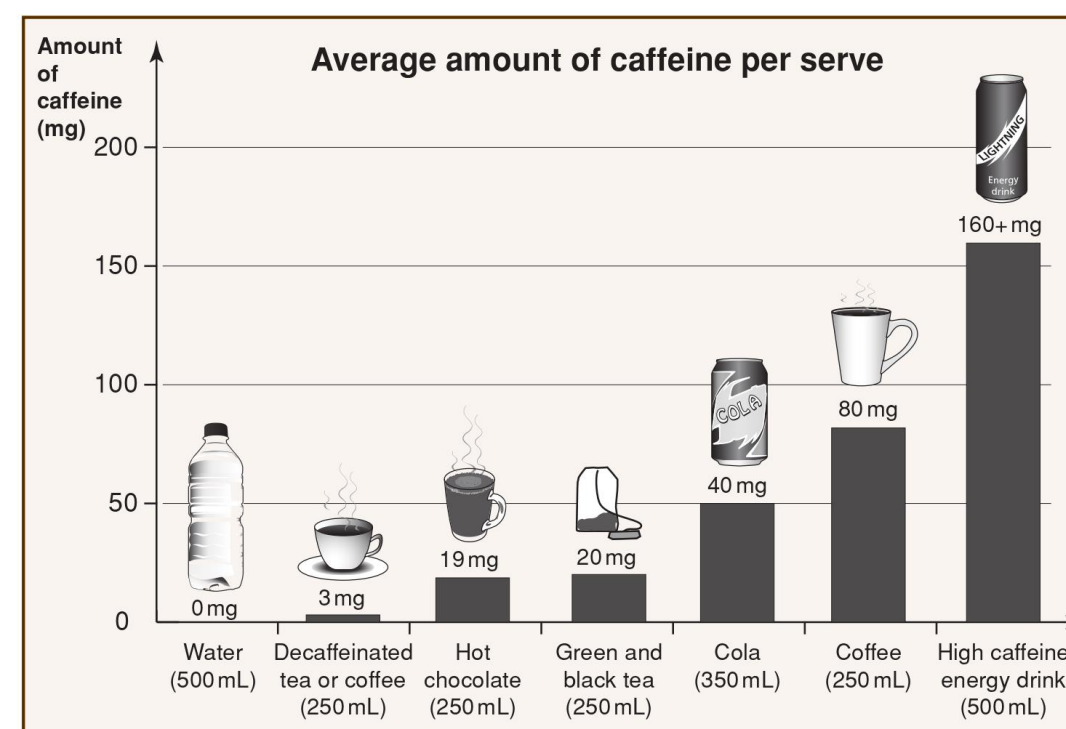
So what's your first choice for a drink on a hot day? Chances are, that you, like most people under the age of eighteen, will opt for a big cold can of cola or an energy drink crammed with caffeine. 'So *what*,' you say, '*it tastes good and keeps me alert*'. Well, here are a few facts about caffeine that should make you think again!

For a start, caffeine—the common name for the chemical trimethylxanthine—is a drug. And like any other drug, its use can potentially have a disastrous effect on your developing brain and body. The parts of the brain that are in charge of higher functions include the prefrontal cortex and the temporal lobe and, at your age, these areas are still being developed and refined. The brain chemical adenosine, which controls your sleep patterns, is crucial to the development of these brain sections. The reason that caffeine makes you feel alert and less sleepy is because it blocks the action of adenosine and increases adrenaline production, speeding your metabolism. Get into the habit of slamming down too many of those high caffeine energy drinks every day and you can wave goodbye to good quality sleep and potentially affect your brain!

You can also stop kidding yourself that you're reaching for the caffeine just for the taste because it is tasteless at the levels found in beverages. What you taste is the massive amount of sugar that has been added to the drink. The caffeine is there to add the kick and to stimulate the production of dopamine in the nucleus accumbens. This is the pleasure and reward part of the brain which forms addictions. The upshot is that your brain associates the pleasure of sugar with the stimulation of the caffeine, making you want more.

By the way, caffeine is toxic in large quantities. Consume about 750mg of caffeine in a day and you could experience anxiety attacks, ringing in the ears, migraine, heart palpitations and blurred vision. Even heart failure is not unknown!

Hmm ... maybe water would be a smarter choice from now on.



## Auroras: neon signs in the sky

The phenomenon of the *aurora australis* (and its northern counterpart the *aurora borealis*) is one of nature's wonders. The majestic displays of the aurora—vast curtains of undulating green, red or blue light hundreds of kilometres high—can be seen in night skies in Antarctica and sometimes as far north as Tasmania, and are the result of a complex interaction between three major elements.

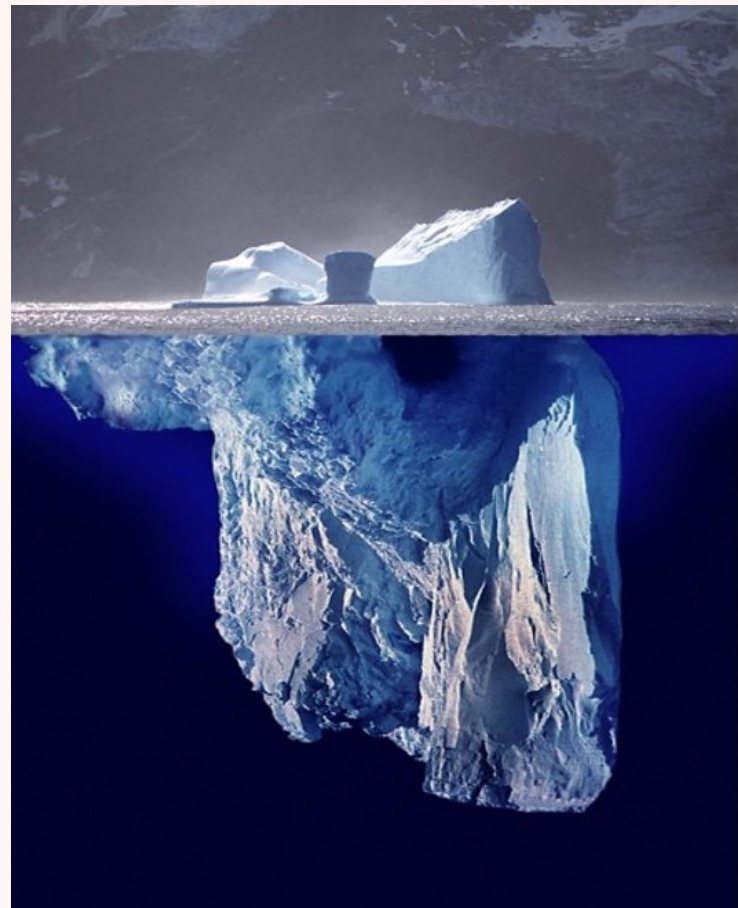
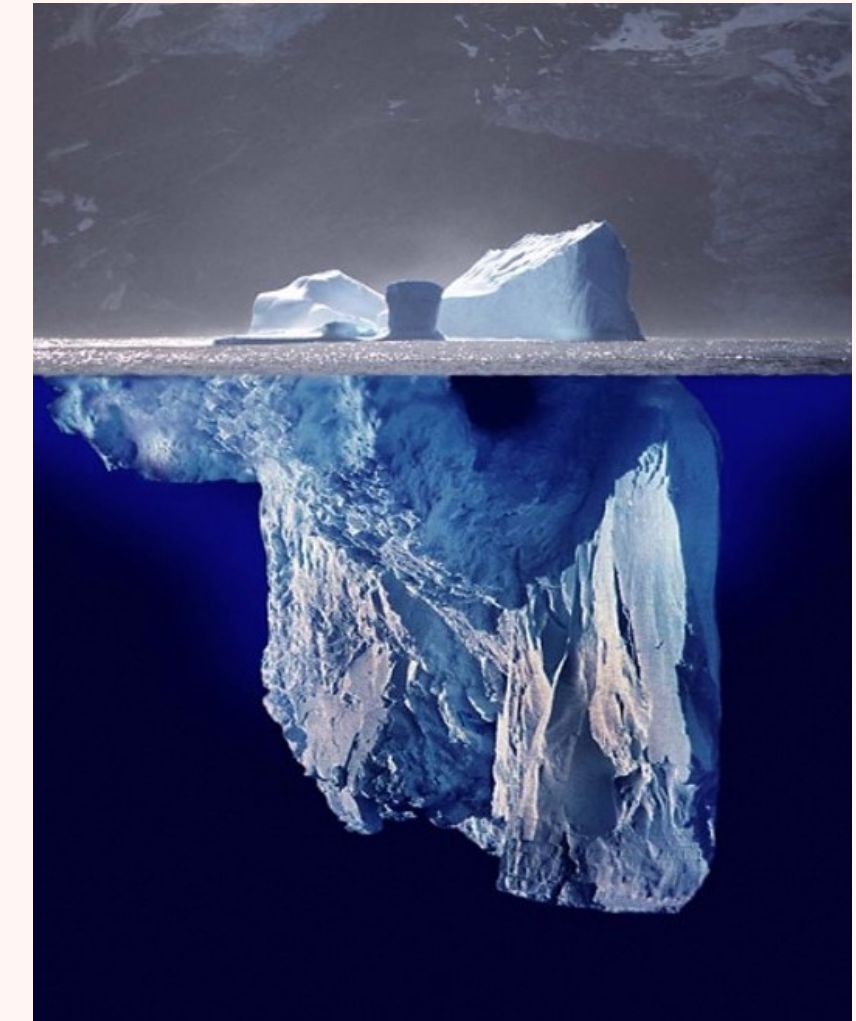
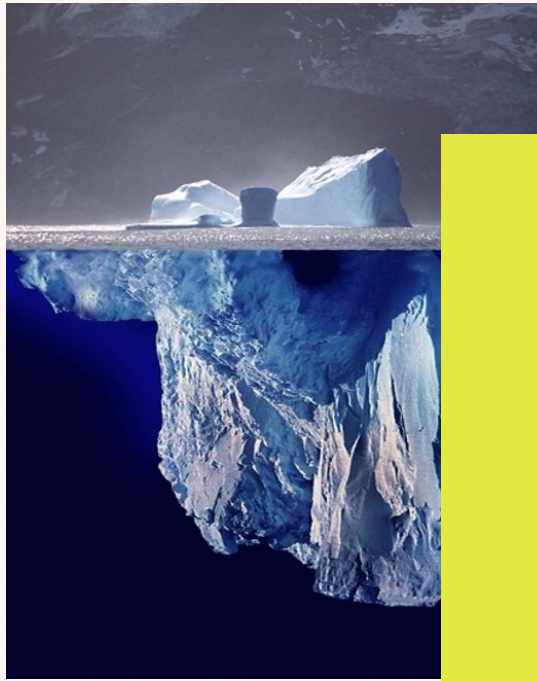
The first of these, Earth's *atmosphere*, is the collection of gases that surround the planet, mainly nitrogen and oxygen. This gas envelope begins at the planet's surface and extends upwards more than 700 km, becoming less dense with increasing altitude. Also enveloping the planet is a strong magnetic field called the *magnetosphere*, which arises from deep within Earth's core and spreads along invisible 'field lines'. The magnetosphere causes charged particles from space to be deflected around the planet. This function is made important by the third element in the equation: the *solar wind*. This 'wind' is actually a plasma composed of charged particles (protons and electrons) ejected from the Sun at high velocity by its intense nuclear fusion activity.

High in Earth's atmosphere, at the border between the denser gaseous regions and outer space, lies a zone known as the *ionosphere* where the *aurora* occurs. Here, the high-energy charged particles of the solar wind become captured by the magnetosphere and are driven into collision with the gas particles of the atmosphere. As gas atoms absorb energy from collisions with the solar-windborne particles, the atmospheric gases become 'excited', or at even higher energies, 'ionised' (positively charged). These atoms release light (photons) when they fall back out of their excited or ionised states. Much like the gas contained in a neon sign, which glows as a current is passed through it, the particles in the ionosphere glow as they return to an unexcited state.

But why the differing colours of the auroras, and why do they only happen near the poles? The colours are explained by the different *spectra* emitted by different gases at different levels of excitation—lower-energy oxygen yields different (reddish) hues compared to higher-energy nitrogen (greenish). As for the phenomenon's polar locations, interactions between magnetic fields and charged particles are simply stronger where the magnetic field itself is stronger—near the planet's magnetic poles.

# EIGHT ICEBERGS

Doing a closer reading  
using the CATs rubrics  
that we learn in class



For instance,  
for  
persuasive  
texts

## Year 9 Persuasive essay – Rubric for English and EAL students \_\_ / 32 \_\_ %

	Not Shown	Emerging Students can recall key knowledge and skills, with teacher and peer support.	Beginning Students are beginning to identify and use key knowledge and skills	Competent Students are able to apply key understandings and skills.	Proficient Students are able to analyse and justify key knowledge and skill
	0	1	2	3	4
<b><u>Introduction</u></b>	Not Shown	At least one structural element of a persuasive introduction has been included – context, contention, identity, arguments, audience or purpose.	Multiple structural elements of a persuasive introduction have been included – context, contention, identity, arguments, audience or purpose.	Appropriate inclusion of nearly all elements of an introduction - context, contention, identity, arguments, audience and purpose.	Precise and accurate inclusion of all elements of an introduction - context, contention, identity, arguments, audience and purpose.
<b><u>Paragraph structure</u></b>	Not Shown	Paragraphs include at least one appropriate element – argument, example, persuasive technique or linking sentence.	Paragraphs briefly include multiple elements– argument, example, persuasive technique or linking sentence.	Paragraphs competently include all necessary elements– argument, example, persuasive technique and linking sentence.	Paragraphs skillfully include all necessary elements– argument, multiple examples, sophisticated persuasive technique and linking sentence.
<b><u>Ideas</u></b>	Not shown	Student has included very basic ideas. One or more ideas may be unrelated to the contention or issue.	Some ideas are elaborated on, and student has attempted to link these to the contention.	All ideas are elaborated on and effectively contribute to the student's position on the issue.	All ideas and arguments have been carefully crafted and achieve a high level of persuasion.

<b><u>Persuasive devices</u></b>	Not shown	Student has correctly used one persuasive technique.	Student has included a small number of simple persuasive techniques. These devices are used correctly, but may not have a strong persuasive effect.	Multiple techniques have been carefully selected and suit the purpose of the paragraph.	Sustained and effective use of these devices throughout the essay. Many devices have been used, which appeal to one or more of the reader's logic, emotions or ethics.
<b><u>Vocabulary</u></b>	Not shown	Student has written a very short script, with simple words and/or dot points.	Student has used basic language in a mostly correct manner.	Attempts have been made to demonstrate a wider vocabulary and avoid repetition. Student has used precise language to convey their opinion.	Student has shown a wide vocabulary, and has fluently used a range of precise words and word groups which enhance their meaning.
<b><u>Cohesion</u></b>	Not shown	Student has attempted to link ideas and sentences, however at times the meaning may be unclear.	Student has used some correct links between sentences, and simple adverbs such as <i>firstly</i> . Text may need to be re-read to clarify meaning.	Meaning is clear on first reading and the persuasive essay flows well. Student has produced a sustained piece of writing.	Student has produced an extended, highly cohesive piece of writing which shows continuity of ideas and tightly linked sections of text.
<b><u>Language conventions</u></b>	Not Shown	Very basic punctuation conventions have been used, such as commas and full stops, however sometimes incorrectly. Persuasive text contains some spelling errors.	Student has attempted to use some of language conventions such as dashes, colons and semi-colons, hyphens, brackets and inverted commas. Persuasive text contains some spelling errors.	Student mostly uses correct punctuation conventions such as dashes, colons and semi-colons, hyphens, brackets and inverted commas. Persuasive text contains very few spelling errors.	Student shows a strong understanding of how to correctly use punctuation conventions such as dashes, colons and semi-colons, hyphens, brackets and inverted commas. Persuasive text contains hardly any spelling errors.
<b><u>Oral presentation</u></b>	Not shown.	Could be heard clearly at times.  Makes eye contact at least once.	Student spoke clearly. Some voice and volume variation. Makes occasional eye contact with the audience. Had a confident stance while presenting.	Clear, confident and mostly engaging voice. Made frequent eye-contact audience. Purposeful body language, including hand gestures to emphasise points and confident stance.	Consistently clear, confident and engaging voice. Varied volume and pace of voice for effect. Purposeful and effective body language, including hand gestures to emphasise points, confident stance and movement to engage the audience.

# For Narratives

## Year 9 Narrative Rubric for English students \_\_\_/23 \_\_\_%

	Not shown  0	Emerging Students can recall key knowledge and skills, with teacher and peer support.  1	Beginning Students are beginning to identify and use key knowledge and skills  2	Competent Students are able to apply key understandings and skills.  3	Proficient Students are able to analyse and justify key knowledge and skill  4
<b><u>Characterisation</u></b>	Insufficient evidence.	Narrative contains multiple characters.	Narrative contains at least one character who can be identified as traditionally 'good' or 'evil'.  The characterisation is supported by at least one inclusion of dialogue.	Narrative contains a clearly identifiable protagonist and/or antagonist.  The characterisation is supported by effective dialogue that does one or more of the following: helps move the plot forward, describes a character, conveys a sense of time, creates suspense or conflict, conveys a sense of place, reveals a character's thoughts or conveys a moral.	Narrative contains a thoroughly developed protagonist and/or antagonist.  The characterisation is supported by frequent and effective dialogue that serves many of the following purposes: helps move the plot forward, describes a character, conveys a sense of time, creates suspense or conflict, conveys a sense of place, reveals a character's thoughts or conveys a moral.
<b><u>Narrative Structure and elements</u></b>	Insufficient evidence.	The narrative features a complication, and an attempted orientation and/or resolution.	The narrative has an identifiable orientation, complication and resolution.  Narrative perspective is inconsistent.	The narrative has an identifiable orientation, complication and resolution. These are explored in thorough detail.  Student maintains a consistent narrative perspective throughout their piece.	Not applicable.
<b><u>Language Conventions</u></b> Vocabulary Show don't tell	Insufficient evidence.	Some descriptive language has been used, including a range of verbs, adverbs and adjectives.	Descriptive language, including a range of verbs, adverbs and adjectives have been used throughout the narrative. Some different literary devices have been used, including simile or imagery.	A range of descriptive language has been used to 'show, don't tell' effectively. A range of different literary devices have been used frequently throughout the narrative.	A wide variety of descriptive and sophisticated language has been used consistently throughout the narrative. The piece contains a wide variety of literary devices including metaphor, juxtapositions or allusions.
<b><u>Language Conventions</u></b> Punctuation Spelling Paragraphs Grammar	Insufficient evidence.	Some correct use of sentence level punctuation (capital letter, full stops, commas, questions and explanation marks) and most common words are spelt correctly.	Sentence level punctuation, grammar and spelling is mostly correct throughout the piece. Writing is clear.	Correct punctuation, including dialogue and colons, grammar and spelling are consistently used throughout the piece. Writing is clear and fluent.	All punctuation, grammar and spelling are correct and used to enhance the effect on the reader.

<b><u>The Writing Process</u></b>	Insufficient evidence.	Some evidence of planning and drafting.	Evidence of planning, drafting and editing in the final copy.	Evidence of thorough planning using the planning document, drafting and editing including conferencing and revising before producing the final copy.	Evidence of thorough planning using the planning document, drafting and editing including a willingness to make changes based on feedback before producing final document.
<b><u>Written explanation</u></b>	Insufficient evidence	Questions have been answered in simple sentences. Student can give at least one reason as to why they wrote their narrative in this way.	Questions have been answered with detail and some examples from the narrative. Student can give some brief reasons as to why they wrote their narrative this way.	The questions have been answered in detail with evidence from the narrative and organised into a paragraph or paragraphs. Student can provide multiple reasons as to why they wrote their narrative this way.	The questions have been used as a guide to construct detailed paragraphs which are reflective and use numerous examples from their narrative. Student can provide detailed reasons as to why they wrote their narrative this way.