The classroom experiment in the wave really showed me how the German Nazis could dominate all Germans and carry out genocide on the Jewish problem.

Gordon High School was out of order and had no discipline at all. Students would come in late and never did their homework. Because so many of them did not, even the teachers had no control. Ben Ross decided to do an experiment on his history class to show how it really felt and how Adolf Hitler had control. The students had no other choice to improve so they tried his as their last option. For example, the football team kept losing and they thought they would give the wave a try since they ran out of ideas in improving and were hopeless. It is just like ‘The Great Depression’ people had no food and were unemployed and would do anything to save themselves and their families’ lives. And they many thought joining Hitler was their last choice in surviving.

Like the Nazis, the students got out of control because they were against non-wave members. They tried to get people in the wave and the people that did not want to be in the wave was disliked. But in the Nazi’s case, they were not only disliked, they were to be killed.

... You said it would never happen again, but look how close you came. Threatening those who wouldn’t join and preventing non-wave enemies from sitting with you at football games. Fascism isn’t something these other people did, it is right here, in all of us.” Ben Ross pg 104.

The students didn’t even understand how the Nazis could just turn their backs on their friends and neighbours and let them be persecuted. But since the students got caught in that position then they understood how it happened. They didn’t realize what they were doing. They treated non-wave members like he Jews. Hitler didn’t like Jews because they were not blonde and blue eyed but in this case, they didn’t like non-wave members because they didn’t believe in the wave.
The classroom experiment in ‘the wave’ really showed the history class how the German Nazis could dominate all Germans and carry out genocide in ‘the Jewish problem.’

Gordon High School was out of order and had no discipline at all. Students would come in late and never did their homework. Because so many of them did it, even the teachers had no control. Ben Ross decided to do an experiment in his history class to show how it really felt and how Adolf Hitler had control. The students had no other choice to improve so they tried this as their last option. For example, the football team kept loosing and they thought they could give the wave a try since they ran out of ideas in improving and were hopeless. It is just like ‘The Great Depression.’ People had no food and were unemployed and would do anything to save themselves and their familie’s lives. And many thought joining Hitler was their last choice in surviving.

Like the Nazis, the students got out of control because they were against non-wave members. They tried to get people in the wave and the people that did not want to be in the wave was disliked. But in the Nazi’s case, they were not only disliked, they were to killed.

‘… You say it could never happen again, but look how close you came. Threatening those who wouldn’t join you, preventing non-wave members from sitting with you at football games. Fascism isn’t something those other people did, it is right here, in all of us.’ Ben Ross pg 104.

The students did not understand how the Nazi’s could just turn their backs on their friends and neighbours and let them be persecuted. But since the students got them in that position then they understood how it happened. They did not realized what they were doing. They treated non-wave members like the Jews. Hitler didn’t like Jews because they were not blonde and blue eyed but in this case, they didn’t like non-wave members because they didn’t believe in the wave.

Therefore, the classroom experiment in ‘the wave’ really showed the history class how the German Nazi’s could dominate all Germans and carry out genocide on ‘the Jewish problem.’
<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
</table>
| Genre: Language for achieving different purposes | **level of scaffolding**  
**schematic structure**  
organises the text:  
- rhetorical questions: *What are the best strategies?*  
- conjunctions: *First, Next, Finally, In addition*  
- noun group in place of conjunctions: *Another reason, One of the main arguments, The principle cause of the increase*  
- phrases and dependent clauses of cause: *As a result of the rain, Struggling to survive, Despite his poor health*  
- phrases and dependent clauses of time, place, manner: *Born in 1898, When we had finished, With great care*  
- non-finite clauses: *Selecting a topic*  
- topic words: *Antarctica, Pollution*  
- action verbs (in procedures): *Slice, Boil*  
- existential subject to introduce new information: *There*  
- interpersonal elements: *Personally, Obviously, In fact, It is apparent*  
- layout: *subheadings, diagrams, pictures*  
**builds cohesion:**  
- reference items: *my, it, they, him, the, this, these, all of the above, such examples*  
- vocabulary patterns  
  - synonyms / antonyms  
  - word sets: *gene, inherit, hereditary, dominant, recessive*  
  - classification: *teeth - canines, molars, premolars, incisors*  
  - composition (whole-part): *tooth - enamel, dentine, pulp, nerve*  
- conjunctions to join sentences: *Next, So, Therefore, Hence, Conversely*  
  - linking conjunctions: *and, or, so, and then*  
  - binding conjunctions: *because, if, since, when, so / so that, whenever, though*  
  - relative clauses: *The Suez Canal, which was completed in 1869, ...*  
  - non-finite clauses: *The team, having seen the results, felt..., Having seen the results, the team..., To improve the final product...*  
  - projections: *Scientists claim that exercise prolongs life.*  
- reference items: *The, all, their, so many of them, it, his, they, this, themselves, many, their, them (themselves), that*  
- some pronoun reference unclear: *to show how it really felt*  
- vocabulary patterns  
  - synonyms/antonyms: *out of order/ no discipline/ no control, control/dominance, losing (losing)/hopeless, save themselves/surviving*  
  - words that go together: *carry out*  
  - word sets: *‘the Jewish problem’, German Nazis, genocide, history, Adolf Hitler, persecuted, Jews, blonde and blue eyed; ‘The Great Depression,’ no food, unemployed, surviving*  
- conjunctions: *For example, And, But, Therefore*  
  - linking: *and, so, but, then*  
  - binding: *since, because, even*  
  - non-finite clauses: *to do an experiment in his history class, to show how it really felt*  
  - projections: *they thought they could give the wave a try, And many thought joining Hitler was their last choice, The students did not understand how the Nazi’s (Nazis) could just turn their backs... They did not realized (realise) what they were doing*  | 9 / 10 |
<table>
<thead>
<tr>
<th>Field: Language for expressing ideas and experiences</th>
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<tbody>
<tr>
<td>noun groups:</td>
<td>• numbers, describers, classifiers, qualifiers: television, a book, the pencil, all day, the children in the water, the children living in the city, The medical discovery that has had the most impact</td>
<td>• The classroom experiment in 'the wave', the history class, the German Nazis, 'the Jewish Problem', Gordon High School, so many of them, his history class, no other choice to improve, their last option, ideas in (on) improving, their last choice in surviving, the people that did not want to be in the wave, the Nazi’s case, non-wave members, those who wouldn’t join you</td>
<td>10</td>
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<tr>
<td>comparatives:</td>
<td>• funnier, slower, more beautiful, best</td>
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<tr>
<td>nominalisations:</td>
<td>• likelihood, growth, development, beauty, risk, government, capability, potential</td>
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<tr>
<td>verbs:</td>
<td>• action: subtract, peered, scanned, demolish • mental (sensing): knew, believe, understood, enjoyed, hated • saying: said, laughed, shouted, stated, asserted • relational: are, became, has, consists of, represents, means • verbal groups: wanted to improve, tried estimating • phrasal verbs: fell in with the wrong crowd, look it up, put up with, put off, put out</td>
<td>• action: showed, dominate, did, improve, tried, save, joining, killed, treated, let • mental (sensing): thought, disliked, understand, realized, like, believe, felt • relational: was, had, were, happened, got • verbal groups: decided to do, kept foosing (losing), tried to get, want to be • phrasal verbs: carry out, come in, ran out of, turn their backs on, believe in</td>
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<tr>
<td>causal relations:</td>
<td>• verbs: led to, brought on • nouns: the result of the floods, the cause of the injury • phrases: because of the heat, in spite of the rain • dependent clauses: because the weather was bad, owing to the cyclone threat, if the cyclone hits, in order to end the suffering</td>
<td>• dependent clauses: Because so many of them did it, so they tried this…, to show how it really felt…, since they ran out of ideas, to save themselves and their families lives, since the students got them(selves) in that position, because they were against non-wave members, because they were not blonde and blue eyed, because they didn’t believe in the wave</td>
<td></td>
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<tr>
<td>circumstances and clauses:</td>
<td>• when: in 1614, when he arrived • where: at the sign, standing on stage • how: carefully, with great care, like a leopard • with whom / what: with his friend, with their belongings</td>
<td>• when: late, again • where: in his history class, in (on) the Jewish problem, in the wave, in this case, in the Nazi’s case, at football games, in all us, in that position • how: really, at all, as their last option, just like ‘The Great Depression,’ ‘Like the Nazis, like the Jews</td>
<td></td>
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<tr>
<td>metaphors:</td>
<td>• get it off your chest</td>
<td>• turn their backs on, ran out of, carry out</td>
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<tr>
<td>technical vocabulary:</td>
<td>• digest, high sugar levels, niacin</td>
<td>• Nazis, the Jewish problem,’ ‘The Great Depression,’ Jews, persecuted, genocide</td>
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<tr>
<td>quoting and referencing:</td>
<td>• direct speech: The police officer said, “There were no injuries.” • reported speech: The manager of the team said that they were… • referencing: Scientists believe that…, According to the weather bureau…, Studies have shown…</td>
<td>• direct: direct quote used and referenced by character and page number but not directly or indirectly referred to in the student’s response</td>
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</table>
### GRETEL: WRITTEN INTERPRETATION (ESSAY)

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</table>
| **Tenor:** Language for interacting with others | **speech functions:**  
- statements, questions, offers, commands | statements expressed in simple and complex sentences | 10 / 11 |
| | **subjectivity / objectivity:**  
- subjective: *In my opinion*  
- objective: *The response of the prime minister* | objective: objective tenor maintained throughout the text | |
| | **modality:**  
- certainty: possibly, it suggests, tend to, might be able to, I am sure, will  
- obligation: necessarily, must, demand, they forced  
- frequency: tendency, typical, always  
- inclination: like, willing, preference | certainty: could, would  
obligation: no other choice, let them be persecuted  
frequency: never  
inclination: didn't like, did not want to | |
| | **interpersonal meaning:**  
- feelings, attitudes: It's beautiful, very, rude, just, only, luckily, unfortunately, importance, outstanding  
- idioms, colloquialisms, euphemisms, humour  
- culturally specific references: dressed in black  
- names to refer to people | feelings, attitudes: really, even, hopeless, just, not only disliked, out of order, no discipline at all, no control, last choice  
idioms: turn their backs on, ran out of, carry out  
cultural references: the wave, The Great Depression, the Jewish problem, Adolf Hitler, Ben Ross, Gordon High School, German Nazis  
names: Adolf Hitler, Ben Ross | |
| | **appropriateness of tenor** | use of objective tenor throughout and assumption that the reader has read ‘The Wave’ and understands cultural references such as ‘The Great Depression’ and ‘the Jewish problem’ appropriately establishes the writer as an expert writing for a familiar audience | |
### Evidence for Scaling

**GRETEL: WRITTEN INTERPRETATION (ESSAY)**

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<td><strong>Mode:</strong></td>
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<td>10</td>
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<tr>
<td><strong>Language for creating spoken and written texts</strong></td>
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<tr>
<td><strong>tenses:</strong></td>
<td>• primary: past, present, future&lt;br&gt;• secondary: other tenses eg was sleeping, wanted to go, haven't played, was going to have to play</td>
<td>• primary&lt;br&gt;- past: showed, was, had, did, decided, felt, tried, thought, ran, were, got, tried, understood, happened, treated&lt;br&gt;- present instead of past: is instead of was&lt;br&gt;- secondary&lt;br&gt;- accurate: could dominate, would come in, were doing, kept loosing (losing), could give, could turn, could let, were doing, did not want, didn't like, didn't believe&lt;br&gt;- inaccurate: did not realized</td>
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<tr>
<td><strong>passive voice:</strong></td>
<td>• active: The heavy rainfall led to some minor flooding.&lt;br&gt;• passive: Minor flooding was caused by the heavy rain.</td>
<td>• subject verb agreement errors: the people that did not want to be in the wave was disliked&lt;br&gt;• passive: the people that did not want to be in the wave was (were) disliked, they were not only disliked, they were to (also) killed; let them be persecuted&lt;br&gt;• active and passive voices used appropriately to foreground persecuted students and Jews with some errors in grammatical accuracy</td>
<td></td>
</tr>
<tr>
<td><strong>foregrounding:</strong></td>
<td>• referencing: According to the statistics, As shown in the data&lt;br&gt;• abstract elements: The destruction of the habitat&lt;br&gt;• conjunctions including those in second place: Success, on the other hand, …&lt;br&gt;• phrases and dependent clauses of cause&lt;br&gt;• phrases and dependent clauses of time, place, manner including consecutive phrases of time, place: In Canberra in 1975&lt;br&gt;• non-finite clauses&lt;br&gt;• non-human elements: The lathe, Koalas&lt;br&gt;• human elements: specific We, general People&lt;br&gt;• action verbs: Draw&lt;br&gt;• existential subject to introduce new information&lt;br&gt;• interpersonal elements</td>
<td>• abstract elements: The classroom experiment in ‘the wave’&lt;br&gt;• conjunctions: For example, And, But, But since the students got them in that position&lt;br&gt;• cause: Because so many of them did it, Therefore&lt;br&gt;• time, place, manner: Like the Nazis&lt;br&gt;• non-human: Gordon High School, It (the wave)&lt;br&gt;• human: Students, Ben Ross, The students, People, They, You, Hitler</td>
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<tr>
<td><strong>appropriateness of foregrounding</strong></td>
<td></td>
<td>• foregrounding of a variety of elements as is appropriate for an interpretation</td>
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<td><strong>coherence:</strong></td>
<td>• introduction, topic sentences and conclusion, and the links between them</td>
<td>• introduction has sufficient information to identify the novel, topic sentences appropriately foreground the content of each paragraph, references to ‘The Wave’, German Nazism and the quote from the novel require elaboration to improve text coherence</td>
<td></td>
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<tr>
<td><strong>print conventions:</strong></td>
<td>• handwriting: letter formation, spacing, direction&lt;br&gt;• spelling: link to pronunciation and visual patterns, spelling common and uncommon words, using prefixes and suffixes&lt;br&gt;• punctuation: capitals, fullstops, question marks, commas, speech marks, apostrophes, semicolons, dashes, links to intonation&lt;br&gt;• abbreviations: cm, 2nd, eg</td>
<td>• handwriting: legible, though some letter formation causes confusion&lt;br&gt;• spelling: mostly accurate: two errors loosing (losing), Germanns&lt;br&gt;• punctuation: capitals, full stops, apostrophes for contractions and possession, speech marks for quotes, commas after rhetorical conjunctions and foregrounded dependent clauses&lt;br&gt;• abbreviations: pg</td>
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<tr>
<td><strong>multimedia / multimodal:</strong></td>
<td>• links between gestures, visual images, sound, light, layout, tables, spoken text and print text</td>
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