

# BY THE END OF YEAR 8

## ILLUSTRATING THE READING STANDARD

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

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

knowledge, skills, and attitudes described for the end of year 8 in the Literacy Learning Progressions. The curriculum tasks will also involve the students in generating their own questions as well as answering questions from the teacher.

As part of their learning in social studies, the students in a year 7 and 8 class are inquiring into how individuals respond to community challenges. The students are reading a wide variety of non-fiction texts in order to explore the personal qualities that drive people to courageously put their lives

### “The Gestapo’s Most Wanted”

(School Journal, Part 4 Number 2, 2009)

**Noun frequency level: 12–14**

By the end of year 8, students are required to use a range of fiction and non-fiction texts to locate, evaluate, and synthesise information and ideas in order to meet the reading demands of the curriculum, drawing on the

at risk to change the course of events when faced with oppression and injustice.

“The Gestapo’s Most Wanted” is a biography that recounts the dangerous role played by Nancy Wake, a young New Zealand-born woman who served with the French Resistance in the Second World War and became a secret agent for the Allied forces. This is a longer text that deals with some complex themes, such as resistance, endurance, and courage.

The teacher chose “The Gestapo’s Most Wanted” because of its complex themes and historical setting. Students need to evaluate and synthesise information to understand the importance of the personal qualities of Nancy Wake and of other people who have changed the course of events. The subheadings and the italicised introduction help the students to set up an expectation for the reading.

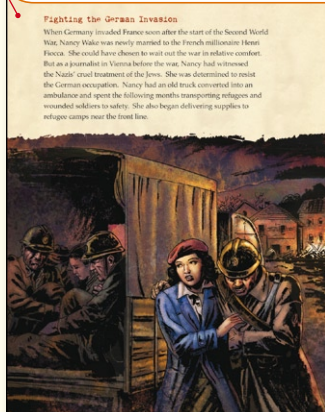
*The following example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the reading demands of the curriculum. A number of such examples would be used to inform the overall teacher judgment for this student.*

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.



If D-Day was to succeed, radio contact with Britain was essential.

The Resistance’s only hope lay with a radio operator over 200 kilometres away. Nancy volunteered to fetch the codes – on a bike.

She cycled through countryside and mountains, finally arriving back with the codes seventy-one hours later.

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.