### Stage S2 | beginning | example 1
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**The student**
- **Year Level:** 16 years old
- **Background:** Somali
- **Language:** Somali
- **Schooling:** Had 5 or 6 years of schooling before arriving in Australia, attends an English Language School in Victoria

#### The task
This task was an end of unit assessment task. The students were asked to write about a French woman who had been in the news because she had been given a face transplant after being attacked by her dog. Sequencing work on the events leading up to the transplant, explicit teaching of time clauses with 'when', 'while', 'after', and use of the passive voice had been covered in previous classes. Students were asked to write a magazine article from the woman's point of view and to include elements of the language they had been learning about.

#### The text shows that the student:
- writes a creative text
- uses compound and complex sentences
- uses subject-verb agreement with some agreement
- uses mostly simple past tense
- uses mostly standard word order
- does not use adverbials of time to sequence events – order of events in implied through their order in the text
- attempts to express complex thoughts which impacts on accuracy

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This text is an example of a student beginning to work towards the S2 Standard. The student writes a creative text based on a real event using the first person and the simple past to construct the text as a personal recount. The task required the student to include elements of the language that had been modelled and taught, e.g. adverbials of time using 'when', 'while' or 'after' and the passive voice. There is one example of an adverbial of time using 'while'. The limited use of adverbials of time results in the events not being explicitly sequenced.