Coonabarabran High School
ASSESSMENT NOTIFICATION

Subject: Year 11 English   (Advanced and Standard)

Teacher: Ms Johnston, Ms Quigley, Mrs Birrell and Ms Bell

Topic: Powerful Voices: Reading to Write – multimedia presentation

Weighting: 40%

Date of Notification: Tuesday 5th March 2019

Due Date: Friday 29th March 2019

You will be assessed on how well you:

- create a user-friendly weebly which includes all the mandatory elements

- write imaginatively to engage the audience

- write reflectively to reveal the deliberate process of your imaginative and persuasive writing

- write analytically to show meaning from the ideas and techniques explored in the chosen text

- use language, purpose and form to express your ideas

TASK:
Students are to create a weebly to showcase their imaginative, reflective and analytical writing: think carefully about the images, colours, background, font selected in order to present your work. Students will need to post the following elements:

Narrative and Reflection (narrative - 700 words; reflection – 200 words)

a) Compose a narrative which explores a powerful sense of character. (20 marks)
b) Assess how effectively your narrative explores a powerful sense of character, making close reference to your use of a range of language devices and stylistic features. (10 marks)

Speech and Reflection (speech – 500 words; reflection – 150 words)

a) Compose a speech which powerfully voices an issue which matters to you, developing an insight into the world. (20 marks)
b) Assess how effectively your speech portrayed a powerful voice on the chosen issue, making close reference to your use of a range of rhetorical devices and stylistic devices. (10 marks)

Analysis (300 words)

How effectively has ONE of the texts studied in class (either poem, speech, short film, narrative, painting or picture book) engaged the responder in a powerful message. In your response, make close reference to the features of the chosen text. You might like to choose a text for yourself - check your selection with your teacher.

It is expected that you present your teacher with a draft for feedback of each element well-prior to the due date of the task. You may only ask the teacher to check ONE draft of each element. Drafts are a proven part of writing success!

Here's the process: your teacher will create a class on a weebly website; you will receive a login code with which to sign up; you will create your weebly using some class time; you will 'publish' your weebly to the teacher on the due date of the assignment. It is a great idea to use Word when writing: spell and gramma check is useful and you can keep track of your word count.

Syllabus outcomes assessed:
EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

NOTE: This is a compulsory assessment task. You are required to be in class on the above stated date to complete the task. You are to make a genuine attempt at the examination. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the day, you are required to arrange an extension with your class teacher. If are away from school on the day of the examination due to an unplanned event, you are required to provide your teacher with a note from a parent/caregiver when you return.

Marking Criteria for the Weebly (10 marks)

Criteria	Marks
Formatting and Appearance: elements are well organized, pleasing to the eye, and easy to read; good use of font styles, sizes and use of attributes such as bold, italics, underline, and alignments Graphics: appropriate graphics used in banners and on all the pages Navigation Bar and Buttons: links for navigation are clearly labelled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost	8 - 10
Formatting and Appearance: elements are somewhat organized; missing some formatting; font style inconsistent; incorrect alignment; missed some directions Graphics: same banner on all pages, variety of photos within body of pages Navigation Bar and Buttons: links for navigation are clearly labelled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost	5 - 7
Formatting and Appearance: elements are generally unorganized; missing most of the formatting; many errors; text size and colour make it difficult to focus on information Graphics: limited use of photos throughout; general, not appropriate Navigation Bar and Buttons: links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost	2 - 4
Formatting and Appearance: no attempt was made to complete this aspect of the project Graphics: no attempt was made to complete this aspect of the project Navigation Bar and Buttons: some links do not take the reader to the sites described. A user typically feels lost	1

Marking Criteria for Narrative (20 marks)

Criteria	Marks
• Composes an effective, sustained, imaginative text which explores a powerful sense of character • Uses a range of language forms and features creatively and effectively • Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	17 - 20
• Composes a sustained and imaginative text which explores a powerful sense of character • Uses a range of language forms and features with a clear sense of purpose and audience • Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form	13 - 16
• Composes an imaginative text which explores a powerful sense of character • Uses language forms and features appropriate to purpose and audience • Demonstrates variable control of language and structure appropriate to audience, purpose, context and selected form	9 - 12
• Composes a text which may explore a powerful sense of character • Uses language forms and features to communicate imaginatively	5 - 8
• Attempts to write a text • Limited use of language appropriate to communicate imaginatively	1 - 4

Marking Criteria for Narrative Reflection (10 marks)

Criteria	Marks
• Effectively assesses the narrative's ability to explore a powerful sense of character • Makes detailed reference to a range of language devices and stylistic features • Effectively reflects on the writing process (prewriting - planning and research; drafting, revising and editing after peer and teacher feedback)	8 - 10
• Assesses the narrative's ability to explore a powerful sense of character • Makes reference to a range of language devices and stylistic features • Reflects on the writing process (prewriting - planning and research; drafting, revising and editing after peer and teacher feedback)	5 - 7
• Attempts some assessment of the narrative's ability to explore a powerful sense of character • Attempts some reference to language devices and stylistic features • Attempts some reflection on the writing process (prewriting - planning and research; drafting, revising and editing after peer and teacher feedback)	2 - 4
• Provides some relevant information about the writing process	1

Marking Criteria for Speech (20 marks)

Criteria	Marks
• Composes an effective, sustained, persuasive speech which powerfully voices an issue, developing a perceptive insight into the world • Uses a range of rhetorical devices and stylistic features creatively and effectively • Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	17 - 20
• Composes a sustained and persuasive speech which voices an issue, developing a thoughtful insight into the world • Uses a range of rhetorical devices and stylistic features with a clear sense of purpose and audience • Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form	13 - 16
• Composes a persuasive speech which voices an issue, developing an insight into the world • Uses rhetorical devices and stylistic features appropriate to purpose and audience • Demonstrates variable control of language and structure appropriate to audience, purpose, context and selected form	9 - 12
• Composes a speech which voices an issue • Uses some rhetorical devices and stylistic features • Limited control of language and structure appropriate to audience, purpose, context and selected form	5 - 8
• Attempts to write a speech • Limited use of language to communicate with an audience	1 - 4

Marking Criteria for Speech Reflection (10 marks)

Criteria	Marks
• Effectively assesses the speech's ability to portray a powerful voice on the chosen issue • Makes detailed reference to a range of rhetorical devices and stylistic features • Effectively reflects on the writing process (prewriting - planning and research; drafting, revising and editing after peer and teacher feedback)	8 - 10
• Assesses the speech's ability to portray a powerful voice on the chosen issue • Makes reference to a range of rhetorical devices and stylistic features • Reflects on the writing process (prewriting - planning and research; drafting, revising and editing after peer and teacher feedback)	5 - 7
• Attempts some assessment of the speech's ability to portray a powerful voice on the chosen issue • Attempts some reference to rhetorical devices and stylistic features • Attempts some reflection on the writing process (prewriting - planning and research; drafting, revising and editing after peer and teacher feedback)	2 - 4
• Provides some relevant information about the writing process	1

Marking Criteria for Analysis (20 Marks)

Criteria	Marks
• Effectively analyses how the chosen text engaged the responder in a powerful message • Presents a response based on relevant, detailed textual knowledge and understanding • Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form	17 - 20
• Competently analyses how the chosen text engaged the responder in a powerful message • Presents a response based on sound textual knowledge and understanding • Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form	13 - 16
• Analyses how the chosen text engaged the responder in a powerful message • Presents a response based on some textual knowledge and understanding • Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form	9 - 12
• Presents a limited analysis of the chosen text • Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form	5 - 8
• Demonstrates elementary textual knowledge • Attempts to express ideas with an elementary understanding of language and/or form	1 - 4