



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Year 11 Standard English

Teacher: Ms Johnston and Ms Bain

Topic: Powerful Voices: Reading to Write – multimedia presentation

Weighting: 40%

Date of Notification: Wednesday 17th February 2021

Due Date: *Task to be submitted prior to 9 am on Thursday 25th March 2021 (Week 9)*

You will be assessed on how well you:

- create a user-friendly weebly which includes all the mandatory elements
 - write analytically to show meaning from the ideas and techniques explored in the chosen text
 - write imaginatively/discursively/persuasively to engage the audience
 - write reflectively to reveal the deliberate process of your imaginative/discursive/persuasive writing
 - use language, purpose and form to express your ideas
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TASK: there are several different elements to this task

Weebly - 10 marks

Your weebly is the platform with which to launch your writing career. You need to create a home page which introduces yourself as a writer, as well as separate pages to ‘publish’ the elements that follow: a paragraph of analysis on a chosen text and either narrative writing/reflective analysis OR discursive/persuasive writing/reflective analysis. Include elements to make the weebly more interactive and engaging for the user – embedded video, full text of chosen texts, navigation buttons, images etc.

Analysis (300 words) – 10 marks

Choose a text (either poem, speech, short film, short story, painting, picture book etc) which you think explores a powerful message and complete the following question: How effectively has the text engaged the responder in a powerful message. In your response, make close reference to the features of the chosen text. You must check your selection with your teacher to ensure that you have chosen wisely; you cannot choose a text studied in class.

Narrative and Reflective Analysis (narrative - 500 words; reflective analysis – 300 words) – 20 marks

- Compose an imaginative narrative which explores a powerful sense of character. (12 marks)
- Explain 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. (8 marks)

OR

Speech and Reflective Analysis (speech – 500 words; reflective analysis – 300 words) – 20 marks

- Compose a persuasive/discursive speech which powerfully voices an issue which matters to you, developing an insight into the world. (12 marks)
- Explain 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. (8 marks)

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 an essential and 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: spelling and grammar check is useful and you can keep track of your word count.

Syllabus outcomes assessed:

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

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

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

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 you 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 - Weebly (10 marks)

Criteria	Marks
<p><u>Formatting and Appearance:</u> 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</p> <p><u>Graphics:</u> appropriate graphics used in banners and on all the pages</p> <p><u>Navigation Bar and Buttons:</u> 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</p>	8 - 10
<p><u>Formatting and Appearance:</u> elements are somewhat organized; missing some formatting; font style inconsistent; incorrect alignment; missed some directions</p> <p><u>Graphics:</u> same banner on all pages, variety of photos within body of pages</p> <p><u>Navigation Bar and Buttons:</u> 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</p>	5 - 7
<p><u>Formatting and Appearance:</u> elements are generally unorganized; missing most of the formatting; many errors; text size and colour make it difficult to focus on information</p> <p><u>Graphics:</u> limited use of photos throughout; general, not appropriate</p> <p><u>Navigation Bar and Buttons:</u> 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</p>	2 - 4
<p><u>Formatting and Appearance:</u> no attempt was made to complete this aspect of the project</p> <p><u>Graphics:</u> no attempt was made to complete this aspect of the project</p> <p><u>Navigation Bar and Buttons:</u> some links do not take the reader to the sites described. A user typically feels lost</p>	1

Marking Criteria for Analysis Paragraph (10 Marks)

Criteria	Marks
<ul style="list-style-type: none">• 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	9 – 10
<ul style="list-style-type: none">• 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	7 - 8
<ul style="list-style-type: none">• 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	5 - 6
<ul style="list-style-type: none">• Presents a limited analysis of the chosen text• Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form	3 - 4
<ul style="list-style-type: none">• Demonstrates elementary textual knowledge• Attempts to express ideas with an elementary understanding of language and/or form	1 - 2

Marking Criteria part a) – imaginative, discursive, persuasive (12 marks)

Criteria	Marks
<ul style="list-style-type: none">• Effectively composes a piece of writing which explores a powerful voice• Effectively crafts a range of language devices or stylistic features to create an engaging piece of writing• Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	10 - 12
<ul style="list-style-type: none">• Competently composes a piece of writing which explores a powerful voice• Competently crafts a range of language devices or stylistic devices to create an engaging piece of writing• Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form	7 - 9
<ul style="list-style-type: none">• Composes a piece of writing which explores a powerful voice• Uses some language devices or stylistic devices to create a piece of writing• Demonstrates some control of language and structure appropriate to audience, purpose, context and selected form	4 - 6
<ul style="list-style-type: none">• Attempts to compose a piece of writing which has some relevance to the question• Demonstrates limited control of language	1 - 3

Marking Criteria part b) – imaginative, discursive, persuasive (8 marks)

Criteria	Marks
<ul style="list-style-type: none">• Explains in a detailed and relevant manner how the study of art of writing has enabled the creation of a piece of imaginative, discursive or persuasive writing• Explains in a detailed and relevant manner how language has been used to create an engaging response in part (a)• Demonstrates effective control of language	7 - 8
<ul style="list-style-type: none">• Explains how the study of the art of writing has enabled the creation of a piece of imaginative, discursive or persuasive writing• Explains how language has been used to create an engaging response in part (a)• Demonstrates competent control of language	5 - 6
<ul style="list-style-type: none">• Describes some aspects of the art of writing• Makes some reference to the piece of writing in part (a)• Demonstrates some control of language	3 - 4
<ul style="list-style-type: none">• Provides some relevant information about the piece of writing in part (a) and/or their study of the art of writing	1 - 2
<ul style="list-style-type: none">• Provides some relevant information about the writing process	1

