

**Task 1A: Australia: Celebrations, Traditions and Immigration Task Brief**

**NAEP ENGLISH**

**DUE DATE: Tuesday 1 February**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING: R & V 5% W 5%**

**CONDITIONS:**

In this task, students will identify two representations of Australian identity are used by Scott Morrison in one of two speeches; his address at the Australian of the Year Awards night or his speech at the Flag Raising Ceremony on Australia Day.

**Time for the task:** 30 minutes in-class.

**Assessment type:** Responding

**Task 1A: (In-class)**

**Write a short answer response to the following prompt:**

Analyse how two representations of Australian identity are used by Scott Morrison, in one

of the speeches studied in class, to reveal an idea.

**FEEDBACK:**

**Marking Criteria**

|  |  |
| --- | --- |
| **CRITERIA AND CATEGORIES** | **Marks**  **/30** |
| **Meaning and interpretation** | **/10** |
| Integrates relevant quotations fluently to illustrate points being made to justify own interpretation. | 8 - 10 |
| Uses relevant quotations effectively to support points being made and to justify own interpretation | 6.5 - 7.5 |
| Uses appropriate quotations to support points being made | 5 – 6 |
| Quotes from a text but does not explain relevance. | 3 – 4.5 |
| Repeats some words from a text without linking to a point. | 0 – 2.5 |
| **Editing** | **/10** |
| Consistently uses a range of monitoring and editing strategies to demonstrate control over content and a varied vocabulary selected for impact | 8 - 10 |
| Monitors and edits own work to enhance content and select vocabulary to achieve particular effects. | 6.5 - 7.5 |
| Reviews and edits own work to improve content, organisation and vocabulary to achieve a particular effect | 5 – 6 |
| Proofreads own work and identifies some errors. | 3 – 4.5 |
| May identify some lapses in basic punctuation and/or spelling in own work. | 0 – 2.5 |
| **Text Structure** | **/10** |
| Constructs an introduction that engages with the ideas suggested by the question or topic, and formulates a clear thesis. | 8 - 10 |
| Constructs and introduction derived from the question or topic, outlining the main points to be raised and starting a thesis. | 6.5 - 7.5 |
| Constructs an introduction using key words from the question or topic. | 5 – 6 |
| Constructs a brief introduction that addresses the question or topic in general terms. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **TOTAL** | **/30** |