

**Task 6: Australia: Celebrations, Traditions and Immigration Task Brief**

**NAEP ENGLISH**

**DUE DATE: Tuesday 9 April**

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

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

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

**WEIGHTING:** W 10%

**CONDITIONS:**

1. In this task, students will select an issue or a theme from the following list: Anzac Day, generation gap, identity, change, nationalism, family, social class.
2. Students will identify the ‘range of perspectives’ on the chosen issue.
3. Students locate quotations on the chosen issue.
4. Students construct a thesis and supporting topic sentences.

**Time for the task:** 60 minutes in-class.

**Assessment type:** Writing

**Task 6: In-class Analytical Essay**

Discuss how the multiple voices in a stage drama present a range of perspectives on an

issue or theme.

**Due: Term 1, Week 10**

**FEEDBACK:**

**Marking Criteria**

|  |  |
| --- | --- |
| **CRITERIA AND CATEGORIES** | **Marks**  **/30** |
| **Language features** | **/10** |
| Uses a wide range of complex and appropriate vocabulary and grammar, making selections which contribute to an effective and engaging text. | 8 - 10 |
| Uses a range of vocabulary and grammar appropriate to the audience, purpose and context when creating a text. | 6.5 - 7.5 |
| Selects grammar and varies vocabulary choices for impact. | 5 – 6 |
| Uses mostly correct grammar and appropriate vocabulary in familiar texts. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Text Structure** | **/5** |
| Constructs an introduction that engages with the ideas suggested by the question or topic, and formulates a clear thesis. | 4 - 5 |
| Constructs an introduction derived from the question or topic, outlining the main points to be raised and stating a thesis. | 3.5 |
| Constructs an introduction using key words from the question or topic. | 2.5 - 3 |
| Constructs a brief introduction that addresses the question or topic in general terms. | 1.5 - 2 |
| Does not meet the requirements of a D grade. | 0 – 1 |
| **Text Structure** | **/5** |
| Organises ideas into logically sequenced and cohesive paragraphs. Uses cohesive devices within and between paragraphs. | 4 - 5 |
| Organises ideas into well-structured paragraphs. Uses connectives for smooth transition between paragraphs; for example, ‘In addition … Furthermore …’ | 3.5 |
| Organises ideas into paragraphs with topic, developing, supporting and linking sentences. | 2.5 - 3 |
| Constructs paragraphs about single ideas, using topic sentences. | 1.5 - 2 |
| Does not meet the requirements of a D grade. | 0 – 1 |
| **Text Structure** | **/10** |
| Advances an argument through integrating relevant evidence and clearly explaining its significance. | 8 - 10 |
| Develops an argument through incorporating appropriate evidence, with some explanation of its significance. | 6.5 - 7.5 |
| Supports an argument with evidence; for example, direct/indirect quotations, but tends to restate rather than explain its significance to the topic. | 5 – 6 |
| Mostly describes or retells details of a text in an attempt to support a point. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **TOTAL** | **/30** |