 

**YEAR 7 GENERAL ENGLISH**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ASSESSMENT 1: POETRY ANALYSIS**

|  |  |
| --- | --- |
| **Literature**  Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels ([ACELT1623](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1623)) | **Literacy**  Use prior knowledge and text processing strategies to interpret a range of types of texts ([ACELY1722](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1722)) |

|  |
| --- |
| **Task 1:**  Analyse the poetic devices used in the poem, ‘The Past’ and produce a full body paragraph outlining the effect on the reader and the main idea or theme of the poem.  **Date Due**: Week 5, Thursday 1 March **Weighting: 5%** |

**Hand in:**

Annotated poem

Planning and editing

Paragraph

**Assessment will be based on:** Reading and Viewing

|  |  |
| --- | --- |
| **Learning Intentions: %** | **What I will do to achieve this success criteria** |
| **Skills**  Annotate a poem.  Write a full body paragraph.  **Knowledge**  Identify poetic devices in a poem.  **Understanding**  The effect of poetic device on the reader. |  |

**Comments:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading and Viewing assessment criteria:** | | | | | |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Text Structure** | Explains how a text can be constructed to appeal to the intended audience. | Explains how details of a text’s structure help identify the intended audience. | Identifies aspects of the text’s structure and appeal to an intended audience. | Lists simple elements of a text’s structure and/or intended audience. | Lists one or two elements of a text’s structure. |
| **Conventions of a text** | Explains the way in which specific language devices have been used to construct characters and to influence a reader’s response to them. | Describes ways in which specific language devices can be used to construct characters and to influence a reader’s response to them in a broad sense. | Identifies ways in which language can be used to construct characters in a text. | Recognises, in a general manner, that language can be used to construct characters in a text. | Does not meet the requirements of a D grade. |
| **Interpreting** | Justifies responses to issues and ideas in a text, drawing on textual details, elements of context and personal opinions. | Responds to issues and ideas within a text, drawing on some textual details, context and personal opinions. | Explains issues and ideas from a text, drawing on supporting evidence and implied meaning. | Identifies issues and ideas which are explored in a simple text. | Does not meet the requirements of a D grade. |

SCORE:

**REFLECTION**

|  |  |  |
| --- | --- | --- |
| **STRENGTHS:** | **WEAKNESSES:** | **SPELLING WORDS:** Write out the correct word three times |
|  |  |  |
| **WHAT I DID WELL:** | **ONE FOCUS FOR IMPROVEMENT IN MY NEXT WRITTEN TASK:** | **GRAMMAR:** Write out the correct grammar rule |
|  |  |  |