 

**YEAR 7 GENERAL ENGLISH**

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

**ASSESSMENT 5: ANALYTICAL ESSAY writing**

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| **Literature**  **Responding to Literature**  Compare the ways that language and images are used to [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) character, and to influence emotions and opinions in different [types of texts](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=types+of+texts) (ACELT 1621) | **Language**  **Expressing and developing ideas**  Analyse how [point of view](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=point+of+view) is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA 1764) |

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| **Task 6:**  *Identify and explain* the visual techniques the author uses to infer the main idea in the story The Water Tower.  **Date Due**: Week 18, Thursday 6 September **Weighting: Writing 5%**  **Reading and Viewing 5%** |

**Hand in:**

Planning

Paragraph drafts and edits

Final copy

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

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| **Learning Intentions: %** | **What I will do to achieve this success criteria** |
| **Skills**  Correct use of essay format  Correct use of paragraph format  Correct use of viewing vocabulary  **Knowledge**  Demonstrating knowledge and vocabulary of viewing codes and conventions used.  **Understanding**  How to write an analytical essay.  How viewing codes and conventions work to infer meaning. |  |

**Comments:**

**Assessment Criteria:**

**WRITING OUTCOME**

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| --- | --- | --- | --- | --- | --- |
|  | **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 |
| **Spelling and Punctuation** | Consistently spells a range of difficult words correctly and accurately uses a range of punctuation. | Correctly spells a range of common and some difficult words and accurately uses some complex punctuation to clarify meaning. | Usually uses common grammar and spelling correctly. | Mostly uses familiar spelling, punctuation and grammar correctly. | Does not meet the requirements of a D grade. |
| **Editing** | Employs a range of strategies to effectively monitor and edit own work to improve accuracy and meaning, e.g. adds and/or deletes words to enhance fluency. | Edits and monitors own work for accuracy and to improve clarity, e.g. inserts additional or alternative words. | Employs simple strategies to monitor and edit own work for accuracy and meaning, e.g. crosses out and rewrites words. | Identifies and may correct some of the errors made, including spelling and punctuation. | Identifies some errors. |
| **Language Features** | Uses complex, specialised and subject-specific vocabulary appropriately and accurately. | Uses a range of vocabulary appropriately and accurately, including correctly using a variety of specialised vocabulary. | Uses a range of adjectives and familiar expressions, and uses a variety of specialised vocabulary to convey meaning. | Uses simple, familiar adjectives and language in their writing. | Does not meet the requirements of a D grade. |

**READING AND VIEWING OUTCOME**

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| --- | --- | --- | --- | --- | --- |
|  | **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 their intended audiences and to promote particular viewpoints. | Describes aspects of a text’s structure that help to promote a viewpoint and appeal to particular audiences in particular contexts. | Identifies how text structures can influence the complexity of a text and are dependent on audience, purpose and context. | Recognises, in a general manner, that texts are constructed to appeal to particular audiences and purposes. | Lists one or two elements of a text’s structure. |
| **Conventions of a Text** | Explains the way in which specific visual language devices have been used to construct characters and to influence a viewer’s response to them. | Describes ways in which specific visual language devices can be used to construct characters and to influence a viewer’s response to them in a broad sense. | Identifies ways in which visual language can be used to construct characters in a text. | Recognises, in a general manner, that visual language can be used to construct characters in a text. | Does not meet the requirements of a D grade. |
| **Interpreting** | Justifies responses to characters, settings and events depicted in a text, drawing on textual details and personal opinions. | Makes judgements about characters, settings and events depicted in a text. | Describes characters, settings and events depicted in a text, drawing on textual details to support the description. | Describes, in a general manner, the characters, settings and events depicted in a text. | Refers to either liking or disliking a text. |

Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REFLECTION**

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