 **NARROGIN SENIOR HIGH SCHOOL** 

**TASK: 9 English Year 9**

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| **Student: Teacher: Date Due:** |
| **Assessment Type:** Writing 5%  Reading and Viewing 5%  **Weighting: 10%**  **Task:**.9 Complete all activities in the poetry booklet.  Plan and draft your own original poem, topic will be discussed, then edit to improve content, spelling and layout. Rewrite your final copy using appropriate layout.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Complete all activities in the poetry booklet |  |  |  |
| Plan and draft and final copy of poem handed in (staple together) |  |  |  |

Teacher Feedback:

**MARKING CRITERIA:**

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| READING and VIEWING | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Text structure | Evaluates the way that the author has used text structures in innovative ways for specific audiences and purposes. | Explains the way that the author has manipulated text structures for specific purposes and audiences. | Analyses ways that text structures have been manipulated for effect. | Describes the way that text structures have been manipulated for effect. | Does not meet the requirements of a D grade. |
| Conventions of text | Compares and evaluates the ways that a text uses images, vocabulary choices and language features for specific purposes. | Explores the ways that a text uses images, vocabulary and language features to create layers of meaning. | Explains how images, vocabulary choices and language features are used to create meaning. | Identifies how images, vocabulary choices and language features have been used in a text. | Does not meet the requirements of a D grade. |
|  | Explains the effect of figurative language devices on meaning in a text. | Describes the effect of figurative language devices on meaning in a text. | Identifies and defines some examples of figurative language used in a text. | Identifies simple figurative language devices used in a text. |  |
| Interpreting | Explores and explains how texts can be interpreted in a variety of ways, drawing on relevant contextual and textual details. | Explains how contextual and/or textual aspects of texts support or challenge particular interpretations. | Evaluates and integrates ideas and information from texts to form own interpretations. | Makes interpretations of texts with some justification. | Does not meet the requirements of a D grade. |
| WgWriting  Language Features | Makes effective language choices and uses literary terminology appropriately. | Makes appropriate language choices and integrates literary terms correctly. | Makes conventional language choices and uses familiar literary terms. | Uses mostly simple language and some colloquial expressions that may be inappropriate for the task. | Does not meet the requirements of a D grade. |

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| Text Structure | Creates an engaging, entertaining or thought-provoking text by drawing on a wide selection of appropriate language features and experimenting with the use of more complex or innovative language features, where appropriate. | Creates an effective text by drawing on a variety of appropriate language features to convey different levels of meaning. | Creates a text with a variety of language features to make meaning in a text. | | Creates a text which includes a small selection of appropriate language features. | | Does not meet the requirements of a D grade. | |
| Spelling and punctuation | Spells familiar and most challenging words accurately, and makes some effective uses of creative spelling for particular effects where appropriate. | Uses accurate spelling for familiar and some challenging words, and experiments with creative spelling for particular effects where appropriate. | | Spells common and familiar words accurately. | | Misspells some familiar words. | | Does not meet the requirements of a D grade. |
| Spelling and punctuation | Uses punctuation with a high degree of accuracy; for example, correctly punctuating a range of complex sentences to enhance clarity. | Uses most complex punctuation correctly and experiments with using punctuation for particular effect. | | Uses most common, and some complex, punctuation accurately. | | Uses correct punctuation inconsistently. | |  |