

Perth Modern School

year 12 LITERATURE 2024

English

Name:

Teacher:

Task 4: Extended Written response

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| Year | 12 | Due Date | Week 3, Term 2, 2024 |
| Task Type | Extended response | Weighting | 7.5% |
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| **Task**  Create a blog post[[1]](#footnote-1) using a text from your study of Australian Literature in Year 11 as a stimulus for your writing. Ensure that your chosen text is on the [Literature set text list](https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0015/1021425/Literature-ATAR-Year-11-12-Prescribed-Text-Lists-from-2024.PDF).  You are encouraged to use a clickbait title, memes and other elements you feel befit the text type.  Word limit – 1000 words  Some class time will be allocated to connecting relevant Unit 3 (and possibly 4) syllabus pointers to your chosen texts but the final blog posts must be completed at home. | | | |
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| Submission Requirements   * This assessment sheet * **An edited draft** that features clear corrections and/or annotations (All drafts are to be kept) **N.B. Failure to submit a draft will incur a 10% penalty.** * A final copy of your piece (individual teachers may have specific preferences when it comes to the mode you submit this in) * Your piece must feature a **title** * Include **word count** | | | |
| Assessment Criteria   * Transforming and adapting texts for different purposes, contexts and audiences * Making innovative and imaginative use of language features – crafting of language * Using and experimenting with text structures and language features related to specific genres for particular effects * Using strategies for planning, drafting, editing and proofreading * Using accurate spelling, punctuation, syntax | | | |
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Marks

Total: /30

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| **Literature Blog Marking Grid** | | | | | | |
| **Criteria** | **Level of Achievement** | | | | | **Mark** |
| **Engagement with the text/s** | A nuanced, coherent and informed perspective on the text/s, exploring challenging and complex ideas. | | | | | 6 |
| A perceptive and coherent response to the text/s, exploring some complex ideas. | | | | | 5 |
| An informed and mostly effective response to the text/s, centred around simple ideas. | | | | | 4 |
| Mostly relevant engagement with the text/s, centred around simple ideas. | | | | | 3 |
| An inconsistent or vague engagement with the text/s and related ideas. | | | | | 2 |
| Minimal engagement with the text/s. | | | | | 1 |
| No engagement with the text/s. | | | | | 0 |
| **Use and/or manipulation of generic conventions** | Adopts or manipulates generic conventions to achieve a purposeful and original effect. | | | | | 6 |
| Effective control, coherence and/or inventiveness in the use of generic conventions. | | | | | 5 |
| Reasonable control of, and some experimentation with, generic conventions. | | | | | 4 |
| Utilises some of the accepted conventions of a genre effectively. | | | | | 3 |
| Utilises some generic conventions, but in a predictable or unconvincing way. | | | | | 2 |
| Utilises few accepted conventions of a genre. | | | | | 1 |
| No evidence of this criterion. | | | | | 0 |
| **Use of evidence** | uses strategic and critical quotation, and/or pertinent examples from text and/or pertinent reference to cultural context/s to develop and support the analysis | | | | | 6 |
| uses strategic, appropriate quotation, and/or appropriate examples from text and/or appropriate reference to cultural context/s to support the argument/analysis | | | | | 5 |
| uses appropriate quotation, and/or mostly appropriate examples from text and/or cultural context/s to largely develop the argument | | | | | 4 |
| uses some quotation, and/or some relevant examples from text and/or cultural context/s that generally develop the argument | | | | | 3 |
| uses few relevant quotes, and/or few relevant examples from text and/or cultural context/s that do not always develop the argument | | | | | 2 |
| Minimal use of quotations or examples from text and/or contexts | | | | | 1 |
| No evidence of this criterion. | | | | | 0 |
| **Use of language features** | Sustained control, coherence and/or inventiveness in the use of language and language features. | | | | | 6 |
| Effective control, coherence and/or inventiveness in the use of language and language features. | | | | | 5 |
| Reasonable control of, and some experimentation with, language and language features. | | | | | 4 |
| Some control of language and language features. | | | | | 3 |
| Limited control of language and language features. | | | | | 2 |
| Very limited control of language. | | | | | 1 |
| No evidence of this criterion. | | | | | 0 |
| **Overall shaping of text to suit a purpose and/or audience** | Meaningful and/or thought-provoking consideration of purpose and/or audience. | | | | | 6 |
| Sense of purpose and/or audience in the text is purposeful and/or satisfying. | | | | | 5 |
| Sense of purpose and/or audience is clearly evident in the text. | | | | | 4 |
| Sense of purpose and/or audience is mostly evident in the text. | | | | | 3 |
| Some sense of purpose and/or audience. | | | | | 2 |
| Limited consideration of purpose and/or audience. | | | | | 1 |
| No evidence of this criterion. | | | | | 0 |
| **Initials of marker:** | |  | **Total:** | **/30** | | |
| **Teacher use only: Have the plan, draft and authentication been submitted?** | | | | | **Yes** | **No** |

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| **12 Lit Blog Authentication** |
| **Student’s Name** |
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| **Teacher’s Name** |
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| **Reflection Questions** |
| **Answer the following questions (on the next page) and sign below to indicate that your blog post is your own creation and not the product of plagiarism, collusion, or AI.** |
| **Student Declaration** |
| **I declare that:**   * I am the sole creator of all content submitted. * I have not taken the content of others and presented it as my own. * I have not used AI in the creation of my picture book.   **Student’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Note: Eliciting feedback and seeking assistance with editing are normal practices when producing compositions, and do not constitute plagiarism. This includes spellcheck and grammar check in Microsoft Word.* |

1. Who is your intended audience? Be as explicit as possible. Include, as part of this, where you imagine this blog might be posted.

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1. In what ways did you utilise the visual and written generic conventions of a blog? For what purpose?

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1. What are some blog posts similar to your intended piece? What style were you trying to emulate?

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1. What are the core thematic concerns of your blog? Which [syllabus pointers](https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0011/1088912/Literature-ATAR-Year-12-Syllabus-for-teaching-from-January-2024_pdf.PDF) do they target?

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1. What are the issues/roadblocks that hindered your progress in this assessment? How did you overcome them?

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1. Student exemplars of a Literature themed blog post can be found here - <https://taughtalesson.wordpress.com/tag/eliot/> [↑](#footnote-ref-1)