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| **Year 11 ATAR English Task 8: Composing** | | |
| Task Type: Creating | Task Mark: /25 | Task Weighting: Creating 7.5% |

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

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Question chosen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Imaginative, Persuasive or Interpretive Text**

**Question 1** Using your Peter Singer chapter as the stimulus material, compose a text in the form of your choosing.

**Question 2** “If we cannot now end our differences, at least we can help make the world safe for diversity. For, in the final analysis, our most basic common link is that we all inherit this small planet. We all breathe the same air. We all cherish our children’s future. And we are all mortal.” John F Kennedy, former President of the USA

Use this quotation as the basis for a text in a form of your choice.

**Question 3** Craft a persuasive text which challenges an audience to rethink their attitudes.

**Assessment conditions:**

**Students prepare in advance and complete in class,.**

**Single page of handwritten notes.**

**Drafts must be checked in class to ensure authenticity and submitted on assessment day.**

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| **Marking Criteria** | **Marks** |
| **Engagement with the topic/stimulus**  The response engages with the requirements of the question. | 1-5 |
| Excellent \_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_Limited |  |
| **Mechanics of writing**  Controls the mechanics of grammar, vocabulary, spelling and punctuation to suit topic and text type requirements. | 1-5 |
| Excellent \_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_Limited |  |
| **Expression**  Manipulates and/or controls language for effect to express ideas, feelings and attitudes. Language choices are appropriate for the topic and text type. | 1-5 |
| Excellent \_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_Limited |  |
| **Form/genre**  Manipulates/uses form and generic conventions to suit topic and text type in relation to purpose, context and audience. | 1-5 |
| Excellent \_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_Limited |  |
| **Content**  Presents appropriately detailed content relevant to key concepts inherent in topic/stimulus. | 1-5 |
| Excellent \_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_|\_\_\_\_\_\_\_Limited |  |
| **Total** | /25 |