| **FACULTY** | ENGLISH | | **COURSE** | STAGE 5 | **YEAR** | 9 |
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| **TASK NUMBER** | 1 | **TASK NAME** | WRITING FOR A PURPOSE: WRITING PORTFOLIO | | | |
| **TASK WEIGHT** | 30% | | | | | |
| **DUE DATE** | FRIDAY WEEK 9, TERM 1 2022 (1.4.22) | | | | | |

| **TASK DESCRIPTION / INSTRUCTIONS** |
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| **Specific task information:**  You are required to put together a writing portfolio for your assessment task in English this term. Your portfolio has 2 components, the details of which are outlined below:  **Part 1 – Persuasive Response                                20 marks**  You are to select atext studied in class and compose a **800 word** persuasive response. Your response must argue your position on an important message conveyed by the text, and demonstrate clearly whether or not you think it is a message worth discussing.  You are to structure your writing using an **introduction, body paragraphs and conclusion**. Remember, you will be required to include a range of persuasive devices, support your argument with well thought out reasons, and make references to your selected text.  **Part 2 – Personal Reflection 10 marks**  You must write a **200 - 300 word** personal reflection about the choices you made in composing your response. The purpose of writing a reflection is to get you to think about the process of your writing, your strengths and the areas you need to improve on. In your reflection, you need to discuss the following:   * The text you chose to write about and why * Things you think you did well * Things you found difficult * A discussion of at least 2 persuasive techniques and whether or not you used them effectively in your response   **Glossary**  Opposes: *to disagree with something, often by speaking or arguing against it*  Reflection: *serious thought or consideration about a topic*  You will be allocated **two class lessons** to work on your task; however, you should not wait for these lessons to begin working on your assessment. You may submit one draft to your classroom teacher for feedback. **If you wish to submit a draft, this must be submitted no later than Friday, March 25th 2022.**  **Your work should be size 12, Times New Roman Font or neatly handwritten. No folders or plastic sleeves.** |

| **OUTCOMES** |
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| * **EN5-2A:**  Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies. * **EN5-3B:** Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effect on meaning. * **EN5-4B:** Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts. * **EN5-6C:**  Investigates the relationships between and among texts. |

| **FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK** |
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| If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:   * For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend. * For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task. * Complete a ‘Misadventure Form’ and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your ‘Misadventure Form’ will be provided by the Deputy Principal.   Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.  As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a ‘misadventure form’ - <https://mountannan-h.schools.nsw.gov.au/community/assessment-scedules.html> |

**Marking Criteria**

Part One: Persuasive Response

| **Marking Criteria** | **Mark** |
| --- | --- |
| * Skilfully organises the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure. * Skilfully selects and elaborates on relevant ideas for a persuasive argument, aided by appropriate use of a range of persuasive devices and textual references. * Skilfully uses correct and appropriate punctuation, grammar and spelling to aid the reading of the text. | **17-20** |
| * Effectively organises the structural components of a persuasive text (introduction, body and conclusion) into an appropriate text structure. * Effectively selects and elaborates on relevant ideas for a persuasive argument, aided by the use of a range of persuasive devices and textual references. * Effectively uses correct and appropriate punctuation, grammar and spelling to aid the reading of the text. | **13-16** |
| * Organises the structural components of a persuasive text (introduction, body and conclusion) into a sound text structure. * Selects and elaborates on sound ideas for a persuasive argument, aided by the use of some persuasive devices and textual references. * Uses correct and appropriate punctuation, grammar and spelling, with some errors. | **9-12** |
| * Attempts to organise the structural components of a persuasive text (introduction, body and conclusion) into an appropriate text structure. * Attempts to select some relevant ideas for a persuasive argument, aided by inconsistent use of persuasive devices or textual references. * Attempts to use correct spelling, grammar and punctuation but with errors. | **5-8** |
| * Demonstrates little or no attempt to use structural components of a persuasive text (introduction, body and conclusion). * Demonstrates limited ability to select relevant ideas for a persuasive argument. * Demonstrates limited ability to use correct spelling, grammar and punctuation. | **1-4** |
| * Presents nothing of relevance to the task | **0** |

**Marking Criteria**

Part Two: Reflection

| **Marking Criteria** | **Mark** |
| --- | --- |
| * Skillfully reflects on the choices made during the process of composition with a detailed and insightful discussion of strengths, weaknesses and personal goals. * Skilfully uses correct and appropriate punctuation, grammar and spelling to aid the reading of the text. * Demonstrates a sophisticated understanding of how persuasive devices are used to support an argument. | **9-10** |
| * Effectively reflects on the choices made during the process of composition with a detailed discussion of strengths, weaknesses and personal goals. * Effectively uses correct and appropriate punctuation, grammar and spelling to aid the reading of the text. * Demonstrates an effective understanding of how persuasive devices are used to support an argument. | **7-8** |
| * Reflects soundly on the choices made during the process of composition with some discussion of strengths, weaknesses and personal goals. * Uses correct and appropriate punctuation, grammar and spelling, with some errors. * Demonstrates an understanding of how persuasive devices are used to support an argument. | **5-6** |
| * Attempts to reflect on the choices made during the process of composition with basic discussion of strengths, weaknesses or personal goals. * Attempts to use correct spelling, grammar and punctuation but with errors. * Attempts to show an understanding of how persuasive devices are used to support an argument. | **3-4** |
| * Demonstrates a limited ability to reflect on choices made, with little to no discussion of strengths, weaknesses or personal goals. * Demonstrates limited ability to use correct spelling, grammar and punctuation. | **1-2** |
| * Presents nothing of relevance to the task | **0** |