



# ENGLISH ASSESSMENT TASK NOTIFICATION

## YEAR 8 POETRY

2019

<b>Task Number:</b>	Three
<b>Topic/s:</b>	Poetry
<b>Weightings:</b>	35%
<b>Due Date:</b>	Monday, Week 2, Term 4
<b>Time:</b>	In your normal class: P3&4
<b>Venue:</b>	Timetabled classroom

### Outcomes to be Assessed:

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

**Task:** Hand-in & Speaking

**Electronic Submission of Task:** Yes

**Format of Electronic Submission:** Moodle

### Please Note:

1. The College policy regarding malpractice, including cheating and plagiarism, late submission and absenteeism will apply. Please refer to [moodle.pmaclism.catholic.edu.au](http://moodle.pmaclism.catholic.edu.au) (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2019 Assessment Handbooks*.
2. Email is NOT an accepted form of assessment task submission.
3. If you are going to be away for any reason, including school based activities, you must fill in a "Planned Absence Notification" form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at <http://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637>.

## POETRY WRITING & SPEAKING TASK

### Part A:

You are to compose and submit an original poem on a topic of your choice.

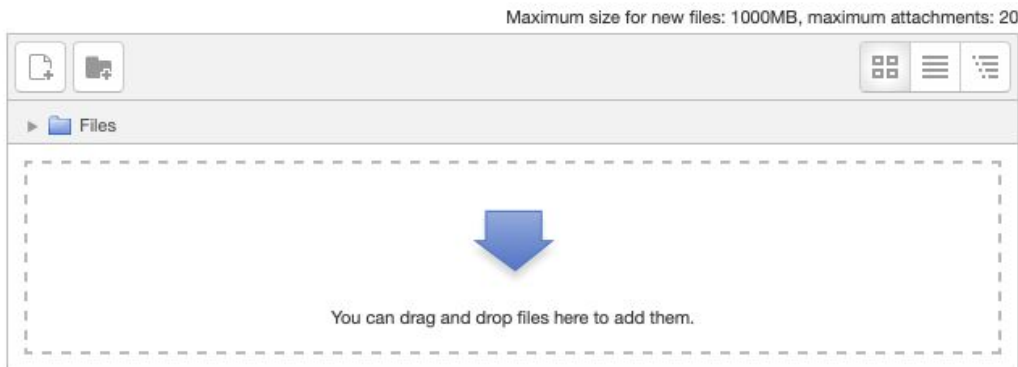
Your poem should be no no longer than 300 words.

Your poem can be a poem composed as part of a class activity that you have rewritten and refined OR it can be a poem composed independently at home. You may submit a poem that has received feedback from your class teacher once before.

Your poem should be uploaded to Moodle on or before the due date. Your class teacher will assist you with the upload during your timetabled lesson on the due date.

To upload your poem to Moodle:

- Convert your typed poem to PDF or take a photo of your handwritten poem
- Go to Moodle and select:
  - English
  - English: Year 8 Assessment
  - Task 3 Poetry
  - Task 3 Poetry Upload
  - Add submission
- Drag and drop a PDF or JPEG of your poem into the space provided
- Save changes



### PART B:

In an approximately 5-minute dialogue with your class teacher, you will be asked to explain your poem and the intended effect of your language choices. You can bring an annotated copy of your poem to the conversation, but no other notes. You will be asked the questions that follow on the next page.

A sample annotated poem and dialogue will be uploaded to Moodle to aid your preparation. You should use the sample as a guide to the depth you should provide in both your annotations and conversation.

Conversations will take place during timetabled classes in Week 2, but you will not have an audience other than your classroom teacher.

***You will be required to read your poem aloud to your teacher then you will be asked the following questions during your conversation:***

*About the ideas in your poem*

- ❖ What is your poem about?
  
- ❖ What inspired you to write about this subject matter?
  
- ❖ What ideas or message would you hope I understand after listening to your poem?

*About the feelings in your poem*

- ❖ What feelings does your poem evoke and why do you think this suitable?
  
- ❖ Which words or lines in your poem are particularly emotive and why?

*About the structure and THREE language features used in your poem*

- ❖ Could you describe how you have organised the ideas in your poem from start to finish?
  
- ❖ What kind of images do you think are important in your poem and what should they suggest to me? For example, sensory imagery, simile, metaphor, personification, connotation, contrast...
  
- ❖ What is another technique you deliberately used in this poem? Can you point out where it is used and the effect you intended it to have?
  
- ❖ What is another language feature you haven't spoken about that you would like me to notice? How does it help emphasise ideas or feelings in your poem?

*About the process of composing your poem*

- ❖ What did you find challenging about writing this poem and how did you overcome it?

IMAGINATIVE WRITING AND SPEAKING

Marking Guidelines

Name: \_\_\_\_\_ Teacher ( CS,BL, PC,DS,LF,NG,NOC)

Criteria	Marks
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an effective ability to respond imaginatively to the composition task</li> <li><input type="checkbox"/> Demonstrates an effective ability to use and control a range of language features appropriate to audience, purpose and form</li> <li><input type="checkbox"/> Demonstrates an effective ability to analyse and explain language features</li> <li><input type="checkbox"/> Demonstrates an effective ability to articulate and communicate ideas appropriate to audience, purpose and forum</li> </ul>	17-20
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a developed ability to respond imaginatively to the composition task</li> <li><input type="checkbox"/> Demonstrates a developed ability to use and control a range of language features appropriate to audience, purpose and form</li> <li><input type="checkbox"/> Demonstrates a developed ability to analyse and explain language features</li> <li><input type="checkbox"/> Demonstrates a developed ability to articulate and communicate ideas appropriate to audience, purpose and forum</li> </ul>	13-16
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an adequate ability to respond imaginatively to the composition task</li> <li><input type="checkbox"/> Demonstrates an adequate ability to use language features appropriate to audience, purpose and form</li> <li><input type="checkbox"/> Demonstrates an adequate ability to analyse and explain language features</li> <li><input type="checkbox"/> Demonstrates an adequate ability to articulate and communicate ideas appropriate to audience, purpose and forum</li> </ul>	9-12
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a limited ability to respond imaginatively to the composition task</li> <li><input type="checkbox"/> Demonstrates a limited ability to use language features appropriate to audience, purpose and form</li> <li><input type="checkbox"/> Demonstrates a limited ability to analyse and explain language features</li> <li><input type="checkbox"/> Demonstrates a limited ability to articulate and communicate ideas appropriate to audience, purpose and forum</li> </ul>	5-8
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an elementary ability to respond imaginatively to the composition task</li> <li><input type="checkbox"/> Demonstrates an elementary ability to use language features appropriate to audience, purpose and form</li> <li><input type="checkbox"/> Demonstrates an elementary ability to analyse and explain language features</li> <li><input type="checkbox"/> Demonstrates an elementary ability to articulate and communicate ideas appropriate to audience, purpose and forum</li> </ul>	1-4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Non-attempt</li> <li><input type="checkbox"/> Virtual non-attempt</li> <li><input type="checkbox"/> Non-serious attempt</li> </ul>	0  <i>Action required</i>