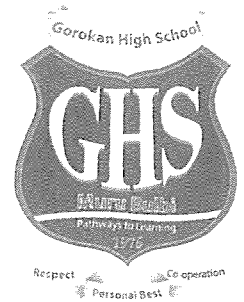


Assessment Task Notification



Faculty: English	Course: English	Time allowed: See task description
Teachers Anne Glynn and Carly-ann Toward		Email: anne.glynn3@det.nsw.edu.au carlyann.toward@det.nsw.edu.au
Task number: 2	Title: Annotated Slam Poetry	
Year: 7	Due date: 19.6.25 Thursday	Weighting: 30%

Syllabus outcomes assessed:

- **EN4-URB-01:** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.
- **EN4-ECA-01:** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.

21st Century and employment related skills:

☒	Communication	☒	Use of technology
☒	Critical Thinking	☒	Self-reflection and refinement
☒	Creativity	☐	Problem Solving
☐	Collaboration	☐	Initiative and Enterprise
☒	Planning and Organising	☐	Cross-Cultural Understanding

Task description:
The Power of Spoken Word Performances

As an emerging slam poet, you've been given the opportunity to showcase your talent in front of Gorokan High School's live audience. Your task is to compose a slam poem that resonates with your audience - high school students - and reflects a theme/concern you are passionate about. This is your chance to unleash the power of your voice and make a lasting impact.

Crafting the Slam/Spoken Word Poem:

- **Duration:** Minimum of 16 lines
- **Theme:** Explore a theme or concern that is relevant to young people, particularly high school students
- **Literary Devices:** Utilise figurative and rhetorical devices to enrich and engage the reader
- **Annotating your poem:** You must annotate your poem for meaning.

Annotating your poem:

- You are required to submit two copies of your poem. One copy as an original and the second, annotated.
- You must annotate the following: Identify four different poetic techniques you have used and explain the impact and meaning behind your identified examples.
- Your teacher will provide you with examples.

Academic Rigour

The poem that you submit must be an original composition that reflects your own thoughts, ideas, and creativity. This means that your work must be entirely your own, without the use of artificial intelligence or any automated content generation tools. *We value your individual perspective, critical thinking, and unique voice in this assignment.* A **mark of zero** will be applied for any submission that utilises Artificial Intelligence.

Assessment Criteria - You will be assessed on:

- Purposefully employment of poetic and rhetorical devices
- Understanding and application of slam/spoken word concepts

Method of Task Submission:

You are required to upload and submit your poem on the google classroom in the Assessment Task Assignment post by Thursday 19th June 2025.

Marking Guidelines

Criteria	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks
Poetic Voice and annotations	Demonstrates minimal use of poetic devices.	Demonstrates limited use of poetic techniques, with minimal impact.	Demonstrates adequate use of various poetic devices to enhance the theme, appeal, and engagement of the poem.	Demonstrates competent use of poetic techniques throughout the poem, enhancing emotional impact and audience engagement.	Demonstrates effective use of poetic techniques, utilizing a rich variety of devices seamlessly, enhancing both the theme and emotional resonance of the poem.
Rhetorical Voice	Demonstrates minimal use of rhetorical devices.	Demonstrates limited use of rhetorical techniques which have minimal impact.	Demonstrates some use of rhetorical techniques, to build the poem's appeal and emotional resonance.	Demonstrates competent incorporation of a variety of rhetorical devices throughout the poem, enhancing its power and leaving a lasting impression on the audience.	Demonstrates effective use of rhetorical techniques, skillfully employing a diverse range of devices to captivate and inspire the audience.
Thematic Concerns	The theme is unclear or unrelated to teenage experiences or concerns, lacking relevance and resonance.	The theme is vaguely related to teenage experiences/concerns, but lacks depth or fails to resonate with the audience.	The theme is clearly related to teenage experiences/concerns, explored with some depth, providing a meaningful connection for the audience.	The theme is relevant to teenage experiences/concerns, explored with depth, insight, and emotional resonance, fostering a strong connection with the audience.	The theme is effectively crafted, resonating with the audience and offering thoughtful insights into teenage experiences/concerns, evoking strong responses and fostering understanding.
Creativity and Originality	Lack of originality in content and presentation, relying on clichés or conventional themes.	Limited originality, with some attempt at creativity, but overall conventional in content and presentation.	Demonstrates some originality, presenting some new ideas or perspectives, engaging the audience with refined content and presentation.	Creative and original, offering new insights or approaches, captivating the audience with fresh content, structure, and presentation.	Highly creative and original, offering unique insights or perspectives, captivating the audience with fresh content, structure, and presentation, leaving a lasting impact on the audience.

