

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



Faculty: English	Course: English	Time allowed: 2 class lessons plus an additional 30 minutes to write the reflection.
Teacher/s: Mrs Sutherland Ms Clarke Ms Taylor/Ms Glynn Mr Crosland		Email: kylie.sheaves@det.nsw.edu.au teagan.clarkeknuth@det.nsw.edu.au emma.taylor98@det.nsw.edu.au anne.glynn3@det.nsw.edu.au daniel.crosland1@det.nsw.edu.au
Task number: 1	Title: Anthology of Annotated Poems and Reflection	
Year: 8	Due date: Term 1, Week 9	Weighting: 30%

Syllabus outcomes assessed:

EN4-RVL-01 Reading, viewing and listening to texts
EN4-URA-01 Understanding and responding to texts A
EN4-ECA-01 Expressing ideas and composing texts A

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

You have been invited to contribute a series of poems to a new anthology for students in Year 8. The editor of the text has requested that you provide three or four poems for consideration. The editor has also asked for an extended reflection on how your writing has developed over time.

Over the course of this unit of work, you will have had the opportunity to compose a range of poems in a range of styles or forms. You will also have studied a range of poems written by a range of different authors. You are expected to write and refine three or four poems for your anthology.

Part 1 (20 marks): An anthology of poems. For this part of the task, you are to include the following:

- Two ORIGINAL poems that are inspired by poems that have been studied in class.
- One or two additional ORIGINAL poems of your own choice, but they must be different forms.

Part 2 (10 marks): How has your writing developed over the course of this unit? You are to compose a sustained reflection (½ to 1 page)

Assessment Criteria - You will be assessed on your ability to:

Part 1

- Use features of language and form in a range of texts.
- Use figurative language to represent ideas, thoughts and feelings to communicate meaning
- Compose a series of imaginative texts that use a range of devices to engage an audience.
- Use grammar, punctuation and vocabulary that is appropriate for purpose and audience.

Part 2:

- Reflect on how your writing has developed.
- Use grammar, punctuation and vocabulary that is appropriate for purpose and audience.

Method of Submission and Academic Rigour

Part 1: Submit your annotated anthology to your teacher on the due date - electronic submissions will NOT be accepted. If you have used technology to create your anthology, it is your responsibility to print it PRIOR to the due date. Please use a different page for each poem in your anthology

Part 2: This component of the task will be completed in class, during a lesson stipulated by your teacher.

Academic Rigour: The task that you submit MUST be an original composition that reflects your thoughts, ideas, skills and creativity. This means your submission must be entirely created by you, without the assistance of artificial intelligence (AI) or any other automated content generation tool, for any part of the task that will be formally evaluated according to the marking criteria.

We value your individual perspective, critical thinking and unique voice in this task.

Marking Criteria: Part 1	Grade	Mark
● Outstanding use of a diverse range of language features and forms to communicate meaning. ● Insightful analysis of figurative language ● Sophisticated composition and illustration of imaginative texts that use a diverse range of devices to effectively engage an audience. ● Highly effective use of grammar, punctuation and vocabulary that is consistently appropriate for purpose and audience.	A	17-20
● Well-developed use of a range of language features and forms to communicate meaning. ● Relevant analysis of figurative language. ● Effective composition and illustration of imaginative texts that use a range of devices to engage an audience. ● Effective use of grammar, punctuation and vocabulary that is mostly appropriate for purpose and audience.	B	13-16
● Developing use of language features and forms to communicate meaning. ● Sound analysis of figurative language. ● Sound composition and illustration of imaginative texts that use some devices to engage an audience. ● Developing use of grammar, punctuation and vocabulary that is somewhat appropriate for purpose and audience.	C	9-12
● Basic use of language features and forms to communicate meaning. ● Simple analysis of figurative language. ● Basic composition and illustration of imaginative texts that provide little engagement for the audience. ● Some attempt to use grammar, punctuation and vocabulary correctly.	D	5-8
● Limited use of language features and forms to communicate meaning. ● Minimal or no analysis of figurative language. ● Limited composition and illustration of imaginative texts that are not engaging for an audience. ● Little or no attempt to use grammar, punctuation and vocabulary correctly.	E	1-4
Non-serious or non-attempt	N	0

Marking Criteria: Part 2	Grade	Mark
- Insightful reflection on how writing has developed - Highly effective use of grammar, punctuation and vocabulary that is consistently appropriate for purpose and audience.	A	9-10
- Effective reflection on how writing has developed - Effective use of grammar, punctuation and vocabulary that is appropriate for purpose and audience.	B	7-8
- Sound reflection on how writing has developed - Developing use of grammar, punctuation and vocabulary that is somewhat appropriate for purpose and audience.	C	5-6
- Basic reflection on how writing has developed - Some attempt to use grammar, punctuation and vocabulary correctly.	D	3-4
- Minimal reflection on how writing has developed - Limited attempt to use grammar, punctuation and vocabulary correctly.	E	1-2
Non-serious or non-attempt	N	0