



# Coonabarabran High School

## ASSESSMENT NOTIFICATION

**Subject:** Year 11 Advanced English

**Teacher:** Ms Blazely

**Topic:** Powerful Voices: Reading to Write – multimedia presentation

**Weighting:** 40%

**Date of Notification:** Monday 20<sup>th</sup> February 2023

**Due Date:** Monday 3<sup>rd</sup> April 2023 (Week 11) – prior to 9am

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**You will be assessed on how well you:**

- create a user-friendly Google Site which includes all the mandatory elements
  - write analytically to show meaning from the ideas and techniques explored in the chosen text
  - write imaginatively/discursively/persuasively to engage the audience
  - write reflectively to reveal the deliberate process of your imaginative/discursive/persuasive writing
  - use language, purpose and form to express your ideas
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**TASK:** There are several different parts to this task

**PART A: Google Site - 5 marks**

Your Google Site is the platform with which to launch your writing career. You need to create a home page which introduces yourself as a writer, as well as separate pages to 'publish' the elements that follow: a paragraph of analysis on a chosen text (Part B), an imaginative/persuasive/discursive text (Part C) & a reflection (Part D). You are to include elements to make the Google Site more interactive and engaging for the user – videos, audio, images, ect.

**PART B: Analysis (400 words) – 12 marks**

Choose a text (either poem, speech, short film, short story, painting, picture book etc) which you think explores a powerful message and answer the following question:

*How effectively has the text engaged the responder in a powerful message. In your response, make close reference to the features of the chosen text.*

You must check your selection with your teacher to ensure that you have chosen wisely; you cannot choose a text studied in class.

**PART C: Compose an imaginative/persuasive/discursive text (500 words) - 15 marks**

Imaginative: compose a narrative which explores a powerful sense of character

Persuasive/Discursive: compose a speech or article which powerfully voices an issue which matters to you developing an insight into the world

**PART D: Reflection (300 words) – 8 marks**

You must craft a reflection specific to your text choice:

Imaginative – *Explain how effectively your narrative explores a powerful sense of character, making close reference to your use of a range of language devices and stylistic features.*

Persuasive/Discursive – *Explain how effectively your speech/article portrayed a powerful voice on the chosen issue, making close reference to your use of a range of rhetorical and stylistic features.*

It is expected that you present your teacher with a draft for feedback of each **element BEFORE Thursday 30<sup>th</sup> of March**. You may only ask the teacher to check ONE draft of each element. Drafts are an essential and proven part of writing success!

**Syllabus outcomes assessed:**

**EA11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EA11-3:** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**EA11-5:** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

**EA11-7:** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**EA11-9:** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

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**NOTE:** This is a compulsory assessment task. You are required to be in class on the above stated date to complete the task. You are to make a genuine attempt at the examination. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the day, you are required to arrange an extension with your class teacher. If you are away from school on the day of the examination due to an unplanned event, you are required to provide your teacher with a note from a parent/caregiver when you return.

**Organisational Hint:** It is suggested that you create a google folder titled “**NAME: Year 11 English AT 1**” and share that folder immediately with your English Teacher. Then the Google Docs and Google Site that you **create in the folder** will all be in one place, which your teacher will have access to.

## **Part A – Google Site (5 marks)**

### **Marking Criteria**

<b>Criteria</b>	<b>Marks</b>
<p><b><u>Introduction:</u></b> An engaging and original introduction of yourself as the 'writer'</p> <p><b><u>Formatting and Appearance:</u></b> elements are well organized, pleasing to the eye, and easy to read; good use of font styles, sizes and use of attributes such as bold, italics, underline, and alignments</p> <p><b><u>Multimodal:</u></b> Sophisticated and purposeful use of multimodal elements including audio or video, images, and text</p>	4 - 5
<p><b><u>Introduction:</u></b> An effective introduction of yourself as the 'writer'</p> <p><b><u>Formatting and Appearance:</u></b> elements are somewhat organized; missing some formatting; font style inconsistent; incorrect alignment; missed some directions</p> <p><b><u>Multimodal:</u></b> Effective use of multimodal elements including audio or video, images, and text</p>	3
<p><b><u>Introduction:</u></b> An introduction of yourself as the 'writer'</p> <p><b><u>Formatting and Appearance:</u></b> elements are generally unorganized; missing most of the formatting; many errors; text size and colour make it difficult to focus on information</p> <p><b><u>Multimodal:</u></b> Use of multimodal elements. There may be elements missing or elements may not be relevant.</p>	2
<p><b><u>Introduction:</u></b> No attempt at this section was made</p> <p><b><u>Formatting and Appearance:</u></b> no attempt was made to complete this aspect of the project</p> <p><b><u>Multimodal:</u></b> Little to no attempt was made to incorporate multi-modal elements.</p>	0 - 1

## **Part B – Analysis Paragraph (12 marks)**

### **Marking Criteria**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Effectively analyses how the chosen text engaged the responder in a powerful message</li><li>• Presents a response based on relevant, detailed textual knowledge and understanding</li><li>• Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form</li></ul>	10 – 12
<ul style="list-style-type: none"><li>• Competently analyses how the chosen text engaged the responder in a powerful message</li><li>• Presents a response based on sound textual knowledge and understanding</li><li>• Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form</li></ul>	8 – 9
<ul style="list-style-type: none"><li>• Analyses how the chosen text engaged the responder in a powerful message</li><li>• Presents a response based on some textual knowledge and understanding</li><li>• Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form</li></ul>	5 – 7
<ul style="list-style-type: none"><li>• Presents a limited analysis of the chosen text</li><li>• Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form</li></ul>	3 – 4
<ul style="list-style-type: none"><li>• Demonstrates elementary textual knowledge</li><li>• Attempts to express ideas with an elementary understanding of language and/or form</li></ul>	1 – 2

**Part C – Imaginative/ Discursive/ Persuasive (15 marks)**

**Marking Criteria**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Effectively composes a piece of writing which explores a powerful voice</li><li>• Effectively crafts a range of language devices or stylistic features to create an engaging piece of writing</li><li>• Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form</li></ul>	13 – 15
<ul style="list-style-type: none"><li>• Competently composes a piece of writing which explores a powerful voice</li><li>• Competently crafts a range of language devices or stylistic devices to create an engaging piece of writing</li><li>• Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form</li></ul>	9 – 12
<ul style="list-style-type: none"><li>• Composes a piece of writing which explores a powerful voice</li><li>• Uses some language devices or stylistic devices to create a piece of writing</li><li>• Demonstrates some control of language and structure appropriate to audience, purpose, context and selected form</li></ul>	5 – 8
<ul style="list-style-type: none"><li>• Attempts to compose a piece of writing which has some relevance to the question</li><li>• Demonstrates limited control of language</li></ul>	1 – 4

## **Part D – Reflection (8 marks)**

### **Marking Criteria**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Explains in a detailed and relevant manner how the study of art of writing has enabled the creation of a piece of imaginative, discursive or persuasive writing</li><li>• Explains in a detailed and relevant manner how language has been used to create an engaging response in Part C</li><li>• Demonstrates effective control of language</li></ul>	7 - 8
<ul style="list-style-type: none"><li>• Explains how the study of the art of writing has enabled the creation of a piece of imaginative, discursive or persuasive writing</li><li>• Explains how language has been used to create an engaging response in Part C</li><li>• Demonstrates competent control of language</li></ul>	5 - 6
<ul style="list-style-type: none"><li>• Describes some aspects of the art of writing</li><li>• Makes some reference to the piece of writing in Part C</li><li>• Demonstrates some control of language</li></ul>	3 - 4
<ul style="list-style-type: none"><li>• Provides some relevant information about the piece of writing in Part C and/or their study of the art of writing</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information about the writing process</li></ul>	1