



# Coonabarabran High School

## ASSESSMENT NOTIFICATION

**Subject:** Year 7 English

**Teacher:** Mrs Birrell, Ms Harley, Ms Bell

**Topic:** Image and Text: *Dream of the Thylacine*

**Weighting:** Part A: Poster – 15%; Part B: Reflection – 5%

**Date of Notification:** Monday 21<sup>st</sup> June 2021

**Due Date:** Thursday 22<sup>nd</sup> July 2021 – to be handed to the teacher at the start of the lesson

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You will be assessed on how well you:

- demonstrate comprehensive research on your chosen animal
  - display the ideas and elements of the poster clearly
  - choose appropriate visuals to support the written information on the various elements of your poster
  - write with clarity and cohesion using correct spelling, grammar and punctuation
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### **TASK:**

This term we have been studying the picture book *Dream of the Thylacine* by Margaret Wild. The book provokes interest and concern for the plight of animal and the ethics of keeping wild animals in cages and zoos.

Select ONE of the endangered species to complete your assignment on.

- The Great Australian Bilby
  - The Numbat
  - The Giant Panda
  - Sumatran Tiger
  - Bengal Tiger
  - Orangutan
  - Snow Leopard
  - Hector's Dolphin
  - Black Spider Monkey
  - Amur Leopard
  - Leadbeater's Possum
  - The Polar Bear
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**Syllabus outcomes assessed:**

**EN4-1A, EN4-8D**

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### **NOTE:**

**This is a compulsory assessment task. A student absent, due to illness or misadventure from a task or the day a task is due must provide a valid explanation to cover the absence. For planned absences, students must arrange an extension with your class teacher prior to the due date of the task. Failure to do this may result in the loss of 10% for each day the task is late. Students will also attend detentions until the task is completed.**

## **PART A: POSTER (15%)**

You are passionate about your chosen animal and have decided to create a **poster** which persuades the reader to donate to the **World Wildlife Organisation (WWF)** in order to save your chosen animal. You are to create your poster using **Microsoft Publisher or Cardboard**. Make sure you use **visual techniques** in order to help achieve your purpose.

You should include the following information in your poster:

|   |   |
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| <ul style="list-style-type: none"><li>○ Animal description and habitat</li><li>○ Current population and status of the animal</li><li>○ Major threats to the animal</li><li>○ Why this animal should be preserved</li><li>○ Interesting Facts and Statistics</li></ul> | <ul style="list-style-type: none"><li>○ What is currently being done to preserve this animal?</li><li>○ Who are WWF? What do they do? How are they helping?</li><li>○ How can people donate to WWF?</li></ul> |
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## **PART B: Reflection (5%)**

You are to **write** a 200 word reflection on the process of making your poster and what you have learned about your assigned animal. You need to include:

- what you researched and how you evaluated the usefulness of your sources
- why you chose the information you did
- how the poster was designed to be most effective for the sharing of the information about your animal and the WWF (this is where you discuss your use of visual techniques- structural and critical framing, composition, layout, reading paths and text)
- what you have learnt through the process of creating your poster

| <b>Criteria</b>  | <b>Mark</b> |
|--|-------------|
| <ul style="list-style-type: none"><li>● Effectively composes a reflective response that explores the ways in which students researched their animal and used the information to inform an audience</li><li>● Effectively explores the relationship between visual techniques and the way meaning is created</li><li>● Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form</li></ul> | <b>5</b>    |
| <ul style="list-style-type: none"><li>● Composes a good reflective response that explores the ways in which students researched their animal and used the information to inform an audience</li><li>● Explores in detail the relationship between visual techniques and the way meaning is created</li><li>● Demonstrates good control of language and structure appropriate to audience, purpose, context and selected form</li></ul>               | <b>4</b>    |
| <ul style="list-style-type: none"><li>● Composes a reflective response that explores the ways in which students researched their animal and used the information to inform an audience</li><li>● Explores the relationship between visual techniques and the way meaning is created</li><li>● Demonstrates control of language and structure appropriate to audience, purpose, context and selected form</li></ul>                                   | <b>3</b>    |
| <ul style="list-style-type: none"><li>● Attempts to compose a reflective response</li><li>● Attempts to explore the relationship between visual techniques and the way meaning is created</li><li>● Demonstrates limited control of language and structure with limited appropriateness to audience, purpose, context and selected form</li></ul>  | <b>2</b>    |
| <ul style="list-style-type: none"><li>● Attempts to compose a response</li><li>● Demonstrates elementary control of language</li></ul>   | <b>1</b>    |



**The Information:** What information did you find on your animal and how did you find it? What did you choose to include? Why did you choose to include the information where you did?

**The Poster:** How does the poster work to inform your audience? What are the visual techniques that you've used and how do they work? Did you choose a specific colour? Are the pictures spread out to help the reader?



