Nepean
Creative & Performing Arts
High School

Mr M Foord, Principal
115-119 Great Western Highway
Emu Plains, NSW, 2750
Locked Bag 6004, Emu Plains 2750
Phone: (02) 4728 7200
Fax: (02) 4735 6141
Email: nepean-h.school@det.nsw.edu.au
Website: www.nepeancapahigh.nsw.edu.au

ASSESSMENT TASK COVER SHEET
Updated May 2020

Course Name: Year 7 English

Due date for written submission:

Part A – Poetry Composition = Week 8

7E	7M	7U	7P	7L	7A	7I	7N
15.06.20	16.06.20	16.06.20	16.06.20	15.06.20	15.06.20	16.06.20	17.06.20

Part B – Response to Poem = Week 9

7E	7M	7U	7P	7L	7A	7I	7N
22.06.20	22.06.20	22.06.20	23.06.20	22.06.20	22.06.20	22.06.20	24.06.20

Assessment Task Number: 2

Assessment Task Title: Poetic Understanding

Assessment Weighting: 30%

Total Marks Allocated to this task: 30

Task Description

You have been studying poetry and the way it is constructed and have explored the concept of place and identity through a number of poems. To show your understanding of poetry and how it can communicate this concept, you will be asked to complete two tasks:

1) Part A: Poetry Composition

You will underline compose your own poem about a place that you select, this can be a place at school or your home. You will use the poetic techniques we have learned this term to represent a sense of place and identify.

2) Part B – Response to Poem

On the due date you will be provided with an unseen poem and a series of questions to answer about the poetic techniques and how the poem represents a sense of place and identity.

- You will be required to submit both parts of the assessment on the due date provided. Failure to submit one or both sections will result in a zero for that component.
- If you are away on the day that part of the task is due, you will be required to bring in a note explaining your absence.
- Electronic issues are NOT the responsibility of your teacher. This includes an inability to print work. You must take into account possible issues and ensure that work is completed by the due date
- If school commitments clash with the date of an assessment, then you must submit the piece prior to the due date outlined. If this is not feasible, you should seek a misadventure/elite representation form. If approved you will submit immediately upon return to school, even if you do not have a class for the subject that day

Things you need to KNOW to complete this task:

Content	• **Explore** images- not just visual, explore descriptions, songs. • **Identify** tone and atmosphere. • Poems about Australian people & places. • The influence of context. • Setting in poetry. • Representation of identity in texts.	
Skills (verbs)	**Poetry Composition** • Select a place that will allow you to show your understanding of place and identity. • Work with your teacher if you are struggling to find a place. • Consider the poems we have looked at and how you may be able to use ideas. • Show that you have learned how to use sound devices to create a sense of rhythm. • Use other poetic techniques such as metaphors, similes and personification to create imagery. • Work on the structure of your poem so it is readable and relatable.	**Poetry Response** • Link your ideas back to the concept of place and identity. • Interpret questions. • Read and understand a poem you have not seen before using the skills learned in class. • Use key poetic terms we have learned throughout the unit. • Add in other poetic terms you may know to describe the construction. • Reference specific parts in the poem by describing them. • Use quotes from the poem in your work to support your answer. • Re-read your answers to each question to make sure your sentences are well structured and that you are using correct punctuation.

Outcomes to be Assessed:

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

EN4 – 8D Identifies, considers and appreciates cultural expression in text

Assessment Marking Guidelines
Part A Poetic Composition

Grade		Marks
A	• The place selected by students is well-considered and demonstrates complex ideas about place and identity • Effective use of a range of devices, such as sound and visual, to create imagery • Structure and content show evidence of polishing the work to create an effective poem	13-15
B	• The place selected by students is appropriate and demonstrates ideas about place and/or identity • Use of a range of devices, such as sound and visual, to create imagery • Structure and/or content show evidence of polishing the work to create an effective poem	10-12
C	• The place selected by students is appropriate and demonstrates an idea of place and/or identity • Use of some devices, such as sound and visual, to create imagery • Structure and/or content show evidence of polishing the work to create a poem	7-9
D	• The place selected by students allows some of the ideas about place and/or identity to be demonstrated • Use a small number of devices, such as sound and visual, to create imagery • Structure and/or content show minimal polishing of the poem	4-6
E	• The place selected by students allows minimal representation of the ideas surrounding place and/or identity • Use limited devices, such as sound and visual, to create imagery • Structure and/or content show no polishing of the poem	1-3
NA	• Place not selected • Poem is not related to the concept • Evidence of poetic device understanding cannot be demonstrated • No poem submitted	0

Assessment Marking Guidelines
Part B – Response to Poetry

Grade		Marks
A	• Demonstrates clear and consistent conceptual understanding of place and identity • Uses key poetic metalanguage effectively and consistently • Analyse the idea of place and identity by making multiple references to specific parts of the poem with textual reference in writing • Clearly structured response that is well-written with effective grammar, syntax and punctuation	13-15
B	• Demonstrates clear conceptual understanding of place and identity • Uses key poetic metalanguage consistently • Explains/analyses the idea of place and/or identity by making reference to specific parts of the poem with textual reference in writing • Mostly well-structured response that uses appropriate grammar, syntax and punctuation	10-12
C	• Demonstrates some conceptual understanding of place and/or identity • Uses some key poetic metalanguage • Explains the idea of place and/or identity by making reference to the poem with attempts at textual reference in writing • Structure allows for message to be communicated and response uses mostly appropriate grammar, syntax and punctuation	7-9
D	• Demonstrates basic understanding of place and/or identity • Uses limited key poetic metalanguage • Identifies or explains the idea of place and/or identity by attempting to make reference to the poem • Structure may make the message slightly confused and response needs some work with grammar, syntax and punctuation	4-6
E	• Inconsistent understanding of place and/or identity • Very limited demonstration of key poetic metalanguage • Connection between the idea of place and/or identity is not made with the poem • Structure prevents the message being understandable and response needs major editing to improve grammar, syntax and punctuation	1-3
NA	• Does not respond • Responses are unrelated to the topic • Responses are unrelated to the questions	0

ALARM SCAFFOLD TO ASSIST YOU TO RESPOND TO QUESTIONS

Topic Name	
Summary	*What is this topic about?*
Criteria	*What criteria should be used to decide how important or effective something is?*

Name and Define	Describe	Explain	Analyse	Critically Analyse	Evaluate
What is it?	*What does it do?*	*What is its function?*	*How does it work?*	*What are its pros and cons?* *What does it lead to?*	*How important is it?* *How well does it do it/ to what extent?*
Component #1					
Component #2					
Component #3					
Component #4					
Component #5					
Component #6					

WHY IMPORTANT?	Critically Evaluate	*How much does each component contribute and what is the overall effect?*
	Conceptualise	*What is the essential idea?*
	Appreciation	*How is this connected to the question?*