



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	ELECTIVE ENGLISH
Topic	POETRY
Class Teacher	MISS J WARD
Head Teacher	MRS LUCINDA MACDONALD
Year	9
Date Given	WEDNESDAY 11 th SEPTEMBER
Date Due	WEDNESDAY 25 th SEPTEMBER
Weighting	25%

Task:

Students are to complete and hand in a suite of poetry, inspired by the work they have done this term. (This may include pieces that have been already been written individually in class.)

Your suite should include **7-10 short poems**, or **3-5 long poems**, from a range of different styles including, **but not limited to:**

- Haiku
- Limerick
- Spoken word poetry
- International poems - Write a poem about a country or about an important tissue in that country
- Filk – rewrite the words to an existing song or poem
- Visual poems (including ambigrams and calligrams)
- Australian bush poetry
- Song lyrics (to an existing or original tune)
- A rap

Each poem should be accompanied by 2-3 sentences explaining what the poem is about, and why you chose that style to express your idea. If relevant, identify one technique you used, and explain the effect it has on the reader.

Each poem should be printed (unless visual) on a separate page and submitted in one, clearly labelled, plastic sleeve per student, for marking purposes, but you are also free to present poems, such as spoken word, live to the class, pre-recorded, or through an innovative method of your choice, as discussed in class.

The whole word count for your assessment should not exceed 500 words.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

- EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-6C investigates the relationships between and among texts
- EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Elective English – Poetry task	A Outstanding	B Developed	C Sound	D Developing	E Limited
A rang of poetic styles have been used effectively /5	A rang of poetic styles have been used effectively	A rang of poetic styles have been used.	2-3 poetic styles have been used	Attempts to write in different styles	One poem, or multiple poems written in one style.
Succinct explanation provided for each poem about choice of form and technique to enhance meaning /5	Succinct explanation provided for each poem about choice of form and technique to enhance meaning	Clear explanation provided for each poem about choice of form and technique to enhance meaning	Sound explanation provided for each poem about choice of form and technique to enhance meaning	Attempts to provide an explanation for most poems, which may or may not include how choice of form and technique enhances meaning	Limited or no explanation provided for each poem. Does not adequately discuss form and technique.
Poems are clever and/or engaging and presented in an innovative way /5	Poems are written skilfully and are engaging and presented in an innovative way	Poems are clever and/or engaging and one poem is presented in an interesting way	Poems are clever and/or engaging	Attempts to write poems which are clever or engaging	One poem may be engaging or clever.
Control of language - spelling, punctuation, tense. /5	Sophisticated language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and other grammatical features.	Sound language use – some areas may be underdeveloped.	Variable use of language – increasing issues with language, maybe focused on one or more areas.	Inconsistent use of language across multiple areas which significantly impedes meaning.
Use of figurative language in poetry (metaphors, similes, hyperbole, personification, etc) /5	Widespread use of relevant figurative language throughout suite, with brief discussion of effect.	Good use of relevant figurative language throughout suite, with brief discussion of effect.	Sound use of figurative language throughout suite, may include some brief mention of effect.	Attempts to use figurative language throughout suite, may not include mention of effect.	Limited or no use of figurative language throughout suite, no discussion of effect.

