

# Assessment Task Notification



RESPECT | RESPONSIBILITY | PERSONAL BEST

<b>Faculty:</b> English	<b>Course:</b> Stage 5	<b>Time allowed:</b> 50 minutes (in-class)
<b>Teacher/s:</b> A. Glynn - 9.1 D. Crosland - 9.2 C. Toward/J. Leaudais - 9A R. Andrews - 9B K. Sutherland - 9P		<b>Email:</b> anne.glynn3@det.nsw.edu.au daniel.crosland1@det.nsw.edu.au carlyann.toward@det.nsw.edu.au jake.leaudais4@det.nsw.edu.au ryan.andrews24@det.nsw.edu.au kylie.sheaves@det.nsw.edu.au
<b>Task number:</b> 1		<b>Title:</b> Poetry Assessment
<b>Year:</b> 9	<b>Weighting:</b> 25%	<b>Due date:</b> Term 1, Week 6

## Syllabus outcomes assessed:

EN5-3B A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effect on meaning.

EN5-7D A student understands and evaluates the diverse ways texts can represent personal and public worlds.

## 21<sup>st</sup> Century and employment related skills:

<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	Use of technology
<input checked="" type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Self-reflection and refinement
<input checked="" type="checkbox"/>	Creativity	<input type="checkbox"/>	Problem Solving
<input type="checkbox"/>	Collaboration	<input type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising	<input checked="" type="checkbox"/>	Cross-Cultural Understanding

**Task description:** Students will complete an in-class poetry exam consisting of three parts.

- Part A requires students to match a series of poetic techniques to their definition.
- Part B requires students to compose responses that use specific poetic techniques.
- Part C requires students to identify and explain poetic techniques, themes and issues in an unseen poem.

**Assessment criteria:** You will be assessed on your ability to:

- Analyse and explain how text structures, language features and context can influence audience response
- Evaluate how literary devices can be used to evoke particular emotional responses.

**Method of task submission:** This task will be completed and submitted IN-CLASS.

**Marking Guidelines (PART C - Question 5):**

<b>Grade</b>	<b>Descriptor</b>	<b>Mark</b>
<b>A</b>	<ul style="list-style-type: none"><li>• Outstanding analysis and explanation of how text structures, language features and context can influence audience response</li><li>• Outstanding evaluation of how literary devices can be used to evoke particular emotional responses.</li></ul>	<b>5</b>
<b>B</b>	<ul style="list-style-type: none"><li>• Effective analysis and explanation of how text structures, language features and context can influence audience response</li><li>• Effective evaluation of how literary devices can be used to evoke particular emotional responses.</li></ul>	<b>4</b>
<b>C</b>	<ul style="list-style-type: none"><li>• Sound analysis and explanation of how text structures, language features and context can influence audience response</li><li>• Sound evaluation of how literary devices can be used to evoke particular emotional responses.</li></ul>	<b>3</b>
<b>D</b>	<ul style="list-style-type: none"><li>• Basic analysis and explanation of how text structures, language features and context can influence audience response</li><li>• Basic evaluation of how literary devices can be used to evoke particular emotional responses.</li></ul>	<b>2</b>
<b>E</b>	<ul style="list-style-type: none"><li>• Limited analysis and explanation of how text structures, language features and context can influence audience response</li><li>• Limited evaluation of how literary devices can be used to evoke particular emotional responses.</li></ul>	<b>1</b>
<b>N</b>	<ul style="list-style-type: none"><li>• Non-attempt or non-serious attempt</li></ul>	<b>0</b>

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Gorokan High School

### Year 9 Poetry Assessment

#### Part A: 5 Marks (each question is worth ½ a mark)

Use the word bank below to match each of the terms to its meaning. Write the correct literary technique in the box next to its definition. Each word is only used once.

Word Bank				
Metaphor Simile	Imagery Hyperbole	Onomatopoeia Assonance	Repetition Alliteration	Personification Rhetorical Question

	1. A comparison which implies that one thing is another. Eg. 'The boy is a pig.'
	2. An exaggeration. Eg. 'I am starving'.
	3. The use of words to create a picture in the mind of the audience, using adjectives (describing words)
	4. The repetition of the same consonant sound at the beginning of words that occur close to one another. Eg. 'Six sizzling sausages.'
	5. A figure of speech that uses 'like' or 'as' to compare one thing to another.
	6. The use of a word where the sound echoes its meaning. Eg. 'Thud' or 'crack.'
	7. A poetic device in which non-living objects are given human qualities. Eg. 'The tree moaned in the wind.'
	8. The repetition of a vowel sound within a series of words that occur near each other. Eg. 'How now brown cow.'
	9. A question that does not require an answer.
	10. When words or lines are restated or reused for emphasis.

## Part B: 5 Marks

1. Write a sentence that uses alliteration:

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2. Write two words that rhyme with calm:

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a) \_\_\_\_\_

b) \_\_\_\_\_

3. List two words that demonstrate onomatopoeia:

/1

a) \_\_\_\_\_

b) \_\_\_\_\_

4. Create a simile that compares the ocean and a blanket.

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5. Create a metaphor that compares the ocean and a blanket.

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## Part C: 15 Marks

### We Are Going by Oodgeroo Noonuccal

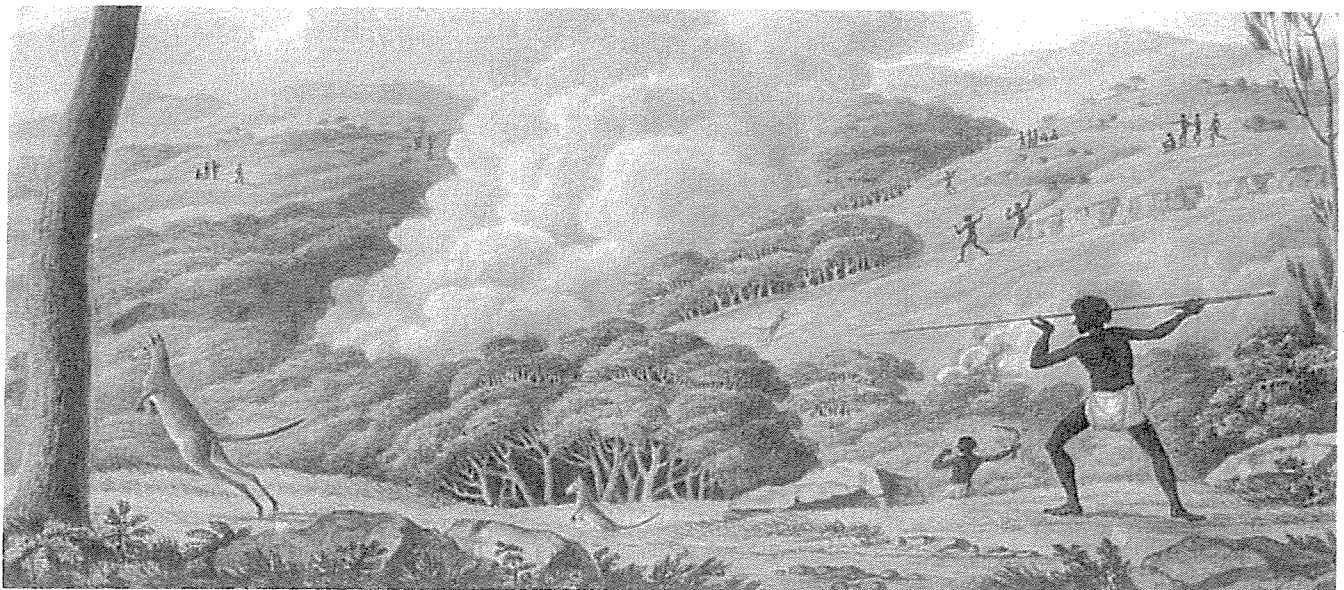
They came in to the little town  
A semi-naked band subdued and silent  
All that remained of their tribe.  
They came here to the place of their old bora ground  
Where now the many white men hurry about like ants.  
Notice of the estate agent reads: 'Rubbish May Be Tipped Here'.  
Now it half covers the traces of the old bora ring.  
'We are as strangers here now, but the white tribe are the strangers.  
We belong here, we are of the old ways.  
We are the corroboree and the bora ground,  
We are the old ceremonies, the laws of the elders.  
We are the wonder tales of Dream Time, the tribal legends told.  
We are the past, the hunts and the laughing games, the wandering camp fires.

We are the lightening bolt over Gaphembah Hill  
Quick and terrible,  
And the Thunderer after him, that loud fellow.  
We are the quiet daybreak paling the dark lagoon.  
We are the shadow-ghosts creeping back as the camp fires burn low.  
We are nature and the past, all the old ways  
Gone now and scattered.  
The scrubs are gone, the hunting and the laughter.  
The eagle is gone, the emu and the kangaroo are gone from this place.  
The bora ring is gone.  
The corroboree is gone.  
And we are going.'

Bora: site where an initiation ceremony is performed.

Corroboree: an Australian Aboriginal dance ceremony which may take the form of a sacred ritual or an informal gathering.

Gaphemba Hill: natural Australian landmark.



Answer the questions about the poem using complete sentences.

1 . Provide two examples of repetition from the poem. For each example, describe its impact on meaning. /2

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2 . Provide one example of imagery from the poem. What picture is the author trying to create in the mind of the reader? /2

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3 . Provide one example of a metaphor from the poem and describe what it means /2

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4 . Identify two examples of emotive language that are used in the poem. For each example, explain how it inspires an emotional reaction in the reader. /4

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5. Describe how the perspective (point of view) of the author is shared through the themes and issues contained in the poem. In your response, discuss the literary techniques .

/5

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.**Marking Guidelines (PART C - Question 5):**

Grade	Descriptor	Mark
A	<ul style="list-style-type: none"> <li>Outstanding analysis and explanation of how text structures, language features and context can influence audience response</li> <li>Outstanding evaluation of how literary devices can be used to evoke particular emotional responses.</li> </ul>	5
B	<ul style="list-style-type: none"> <li>Effective analysis and explanation of how text structures, language features and context can influence audience response</li> <li>Effective evaluation of how literary devices can be used to evoke particular emotional responses.</li> </ul>	4
C	<ul style="list-style-type: none"> <li>Sound analysis and explanation of how text structures, language features and context can influence audience response</li> <li>Sound evaluation of how literary devices can be used to evoke particular emotional responses.</li> </ul>	3
D	<ul style="list-style-type: none"> <li>Basic analysis and explanation of how text structures, language features and context can influence audience response</li> <li>Basic evaluation of how literary devices can be used to evoke particular emotional responses.</li> </ul>	2
E	<ul style="list-style-type: none"> <li>Limited analysis and explanation of how text structures, language features and context can influence audience response</li> <li>Limited evaluation of how literary devices can be used to evoke particular emotional responses.</li> </ul>	1
N	<ul style="list-style-type: none"> <li>Non-attempt or non-serious attempt</li> </ul>	0

**Feedback:**

Feedback:			
Part A	/5	Part B	/5
Part C	/15	Total	/25