Assessment Task

**Subject:**  
*Essential English*

**Teacher:**  
*Liz Clarkson*

**Task Title:**  
*Poster reading analysis*

**Draft Due Date:**  
18th March  Week 8

**Final Due Date:**  
23rd March  Week 9

Please note that failure to submit the task by this date will result in academic detention until completed.

**Learning Requirements:**
1. develop communication skills through reading, viewing, writing, listening, and speaking
2. comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. identify and analyse how the structure and language of texts vary for different purposes, audiences, and contexts
4. express information, ideas, and perspectives, using a range of textual conventions
5. create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

**Outcomes Assessed:**

**Communication**
The specific features are as follows:
C1 Clear and coherent writing and speaking, using an appropriate vocabulary
C2 Demonstration of grammatical control.

**Comprehension**
The specific features are as follows:
Cp 2

**Analysis**
The specific features are as follows:
An 1. Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.
Task Outline:

Poster reading analysis

Students examine three posters which deal with the same topic but with different images, language and structure.

Some topics for the three posters may include:
• health education (anti-smoking, healthy eating, exercise, anti-soft drinks)
• safety education (don’t drive, bicycle safety, road safety, drainpipes, crocodiles)
• awareness poster (cancer awareness, stranger danger, politics, refugees)
• product advertisement (coca cola, mac computers, BMW cars)

Students present a written or oral response in which they:
1. complete a brief analysis of how the posters target a particular audience.
2. show an understanding of the purpose, structure and language features in the posters.

Your written response will be up to a maximum of 500 words.
An oral response should be a maximum of 5 minutes.

You will submit your own work, but you are encouraged to work collaboratively during the writing process. You will convey simple and complex ideas with appropriate structural and language techniques, including accurate grammar, spelling, and syntax. The assignment needs to be typed and presented neatly.
<table>
<thead>
<tr>
<th>Communication</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Application</th>
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</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Consistently clear and coherent writing and speaking, using an appropriate vocabulary. Thorough demonstration of grammatical control.</td>
<td>Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts. Thorough understanding of the purpose, structure, and language features in texts.</td>
<td>Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives. Identification and clear analysis of ways in which language features are used to create meaning in a range of texts.</td>
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<td><strong>B</strong></td>
<td>Mostly clear and coherent writing and speaking, using a varied vocabulary. Effective and usually accurate grammatical control.</td>
<td>Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts. Appropriate understanding of the purpose, structure, and language features in texts.</td>
<td>Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives. Identification and analysis of ways in which language features are used to create meaning in a range of texts.</td>
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<td><strong>C</strong></td>
<td>Generally clear writing and speaking, using a mostly appropriate vocabulary. Appropriate grammatical control; some errors, but these do not impede meaning.</td>
<td>Comprehension of some information and ideas in texts. Recognition and understanding of the purpose, structure, and language features in some texts.</td>
<td>Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas. Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts.</td>
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<td><strong>D</strong></td>
<td>Occasionally clear writing and speaking, with a restricted vocabulary. Partial grammatical control; some errors impede meaning.</td>
<td>Identification of information and ideas in texts. Some recognition and awareness of the purpose, structure, and language features in some texts.</td>
<td>Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas. Reference to some ways in which language features are used to create meaning in a narrow range of texts.</td>
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<td><strong>E</strong></td>
<td>Limited clarity in writing and speaking, with a limited vocabulary. Limited grammatical control; errors impede meaning.</td>
<td>Identification of some information or ideas in a text. Limited recognition and awareness of the purpose, structure, and language features in a text.</td>
<td>Recognition of the way in which a creator of a text conveys a simple piece of information or idea. Reference to a way in which language features are used to create meaning in a simple text.</td>
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