Assessment Task

Subject: Stage 1 English

Teacher: Ms Sharayah Harvey

Task Title: Creating Texts | Representing Politics and Philosophy

Draft Due Date: Thursday, 24 March 2016

Final Due Date: Friday, 1 April 2016

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

Learning Requirements:

1. Analyse relationships between purpose, context, and audience and how these influence texts and their meaning.
2. Identify ways in which ideas and perspectives are represented in texts.
3. Identify and analyse intertextual connections.
4. Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

Outcomes Assessed:

KU1 Knowledge and understanding of ideas and perspectives explored in texts.
KU2 Knowledge and understanding of language and stylistic features and conventions to make meaning.
KU3 Knowledge and understanding of ways in which texts are created for a range of purposes and audiences.
Ap1 Precision, fluency, and coherence of writing and speaking.
Ap2 Use of appropriate language and stylistic features and conventions for a range of audiences and purposes.
**Task Outline:**

**Purpose:**

This assessment is designed to allow you to explore your creativity in producing a written representation of political or philosophical ideas.

**Task:**

You are required to create your own allegorical play or short story which represents and critiques a political or philosophical idea. Some political or philosophical ideas can include, but are not limited to:
- Feminism
- Communism/socialism
- Deconstructionism
- Pop culture
- Fascism
- Historical or cultural criticism
- Relativist criticism
- Fear and the war on terror
- Politicised mass media
- Intertextuality

**Play**
You are to write a scene from an allegorical play that discusses a political or philosophical idea. The scene should be no more than 2-3 A4 page.

**Short Story**
You are to write an allegorical short story that discusses a political or philosophical idea. Short stories should be up to 700 words.

**Children's Book**
You are to write and illustrate a children's book that depicts a philosophical or political idea. The book should be no more than 12 pages.

**Poems**
You are to write a collection of three poems that discusses a political or philosophical idea.

When creating your poetry or play remember to consider the Form and the Content of the writing.

Form: This is the structure and techniques that you are using to create your writing.

Content: This is the ideas and concepts that your writing is about.

**You are also required to give a brief explanation of your piece. This explanation should be 100 words.**
### Performance Standards / Marking Criteria

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Analysis</th>
<th>Application</th>
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| **A** Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  
Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  
Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  
Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  
Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  
Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  
Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| **B** Knowledge and understanding of ideas and perspectives explored in a range of texts.  
Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  
Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  
Analysis of how language features, stylistic features, and conventions influence readers in various text types.  
Analysis of intertextual connections between different texts. | Mostly fluent and precise writing and speaking.  
Use of accurate language features, stylistic features, and conventions for a range of audiences and purposes.  
Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| **C** Knowledge and understanding of ideas and some perspectives explored in a range of texts.  
Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  
Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis of purpose, audience, and context and how they shape meaning.  
Description, with some analysis, of how language features, stylistic features, and conventions influence readers in some text types.  
Description, with some analysis of intertextual connections between different texts. | Generally fluent and accurate writing and speaking.  
Use of language features, stylistic features, and conventions appropriate for familiar audiences and purposes.  
Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| **D** Reference to simple ideas explored in texts.  
Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  
Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Identification of the purpose, audience, and context of texts.  
Reference to some ways in which conventions and language features influence readers in some text types.  
Recognition of similarities and or differences between texts. | Some control and fluency of expression.  
Use of some language features and conventions appropriate for audience and purpose.  
Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| **E** Identification of an idea in a text.  
Recognition of a restricted range of language features used by authors.  
Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Reference to the purpose and audience of a text.  
Recognition of a way in which language features influence readers in a text type.  
Recognition of a connection between texts. | Emerging development of control of expression.  
Emerging use of some language features appropriate for audience and/or purpose. |