Assessment Task

Subject: Year 12 English Communications
Teacher: Mrs Kadirgamar & Mr Higgs
Task Title: Text Production – Feature article
Draft Due Date: Wednesday, 16 March 2016
Final Due Date: Wednesday, 23 March 2016

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

Learning Requirements:

1. Clarify and articulate their own ideas and values through critical engagement with texts and language.

2. Compose texts to demonstrate understanding of the conventions of a variety of textual forms and the purposes for which texts may be used.

Outcomes Assessed:

You will be assessed on the following:

KU2 Knowledge and understanding of the ways in which creators of texts use stylistic features and language techniques to make meaning.

AP1 Use of range of language skills to analyse and solve problems and to demonstrate creativity.

AP3 Ability to locate record, analyse, use and synthesise knowledge and communication.

C1 Accuracy, clarity and fluency of expression.

C2 Appropriate form and register for the audience and purpose.
Task Outline:

Write a feature article on any controversial issue that appeared in media in recent years. Clearly present your point of view in the article. Remember, your point of view is not just your opinion ‘for’ or ‘against’ an issue. It also includes your reasons for holding this opinion, your reasons for rejecting opposing viewpoints and the examples and evidence that support your view. Organise your arguments with evidence and present your point of view effectively.

A feature article gives background information on a newsworthy topic as well as the writer’s personal slant or experience.

Word count: 1000 words
## Performance Standards / Marking Criteria

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Application</th>
<th>Communication</th>
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<tbody>
<tr>
<td><strong>A</strong> Knowledge and understanding of the ways in which creators and readers of familiar and unfamiliar texts use a range of language techniques and strategies to make meaning.</td>
<td>Use of a wide range of language skills and techniques to create sophisticated and coherent texts that address the meaning and intention of the task. Skills in using the structural, conventional, and textual features of text types for a range of familiar and unfamiliar contexts, audiences, and purposes.</td>
<td>Fluent and precise writing and speaking, using appropriate style and structure for a range of mainly unfamiliar audiences and contexts. Appropriate use of language to convey mostly complex meaning in a range of unfamiliar contexts.</td>
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| **B** Knowledge and understanding of the ways in which creators and readers of mainly familiar texts use some language techniques and strategies to make meaning. | Use of a range of language skills and techniques to create clear and coherent texts that address the meaning and intention of the task. Skills in using some of the structural, conventional, and textual features of text types for a range of mainly familiar, and some unfamiliar, contexts, audiences, and purposes. | Mostly fluent and precise writing and speaking, using appropriate style and structure for a range of mostly familiar audiences and contexts. Appropriate use of language to convey complex and simple meaning in a range of familiar and unfamiliar contexts. |

| **C** Knowledge and understanding of a number of ways in which creators and readers of a narrow range of familiar texts use some language techniques and strategies to make meaning. | Use of language skills and techniques to create texts that address the meaning and intention of the task. Skills in using some of the structural, conventional, and textual features of some text types for familiar contexts, audiences, and purposes. | Generally fluent and functional writing and speaking, using appropriate style and structure for familiar audiences and contexts. Appropriate use of language to convey simple meaning in a narrow range of familiar and unfamiliar contexts. |

| **D** Knowledge and understanding of some of the ways in which creators and readers of a narrow range of familiar texts use language techniques and strategies to make simple or factual meaning. | Use of language skills and techniques to create texts that partly address the meaning and intention of the task. Skills in using some of the structural, conventional, or textual features of a text type for a familiar context, audience, or purpose. | Achievement of a level of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of familiar audiences and contexts. Occasionally appropriate use of language to convey simple meaning in familiar contexts. |

| **E** Knowledge and understanding of the way in which a creator or reader of a highly familiar text uses a language technique or strategy to make factual meaning. | Attempted use of a restricted range of language skills and/or techniques to create a text or texts that attempt to address the meaning or intention of the task Skills in using the structural, conventional, or textual features of a text type for a highly familiar context, audience, or purpose. | Emerging development of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of highly familiar audiences and contexts. Occasionally appropriate use of language to convey literal meaning in highly familiar contexts. |