|  |
| --- |
|  |
| Student bookletYear 5 English sample assessmentSeptember 2020Assessment overview

|  |  |
| --- | --- |
| Assessment title: | Song lyric response |
| Context: | In Term 4, students have read and analysed a variety of poems and song lyrics. They have interpreted and evaluated poetic language and the meaning of poems. They have analysed the poetic techniques and language features used by poets. In this task, students write an analytical essay that explains their point of view about how language features in a song’s lyrics influence the interest of audiences. |
| Technique and format: | Extended response: Analytical essay |
| Mode and conditions: | Written — 200–300 words, completed in class in two 50-minute sessions |
| Assessment date:  | Term 4, Week 6 |

Achievement standard

|  |
| --- |
| Receptive modes (listening, reading and viewing)By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.Productive modes (speaking, writing and creating)Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, www.australiancurriculum.edu.au/English/Curriculum/F-10 |

 |

# Song lyrics response

|  |  |
| --- | --- |
| Name |  |
| Class |  |

## Context

This term you have read and analysed a variety of poems and song lyrics. You have analysed the language of poetry and use of poetic techniques and language features.

## Part A: Annotation of text

In this task, you will:

* read and annotate the lyrics of the Katy Perry song *Firework* ([www.azlyrics.com/lyrics/katyperry/firework.html](http://www.azlyrics.com/lyrics/katyperry/firework.html)), and create responses to a set of questions
* determine and recognise the literal and implied meaning connecting ideas in the lyrics of the song
* identify language features in the lyrics of the song, such as figurative language and vocabulary, and consider how they influence the interest of audiences.

## Part B: Written

Write an analytical essay that explains your thoughts about the song lyrics. In your essay, explain your point of view about how the lyrics’ language features influence the interest of audiences.

To write your essay:

* use your annotations
* analyse and explain your understanding of the language features of the song
* demonstrate your understanding of language features used to create coherence
* use accurate spelling and punctuation
* show evidence of re-reading and editing to improve meaning.

# Task-specific standards

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The student’s work has the following characteristics: |
| Receptive mode (Part A) | Understanding | considered demonstration of understanding of how language features and vocabulary influence interpretations of the lyrics in the Katy Perry song *Firework* | effective demonstration of understanding of how language features and vocabulary influence interpretations of the lyrics in the Katy Perry song *Firework* | understanding of how language features and vocabulary influence interpretations of the lyrics in the Katy Perry song *Firework* | partial understanding of how language features and vocabulary influence interpretations of the lyrics in the Katy Perry song *Firework* | fragmented understanding of how language features and vocabulary influence interpretations of the lyrics in the Katy Perry song *Firework* |
| Skills | purposeful analysis and explanation of literal and implied information from the song lyrics | effective analysis and explanation of literal and implied information from the song lyrics | analysis and explanation of literal and implied information from the song lyrics | partial analysis and explanation of literal and implied information from the song lyrics | fragmented analysis and explanation of literal and implied information from the song lyrics |
| Productive mode (Part B) | Understanding | purposeful use of language features to show how ideas can be extended | effective use of language features to show how ideas can be extended | use of language features to show how ideas can be extended | partial use of language features to show how ideas can be extended | fragmented use of language features to show how ideas can be extended |
| purposeful development and explanation of a point of view about the song lyrics, selecting information and ideas  | effective development and explanation of a point of view about the song lyrics, selecting information and ideas  | development and explanation of a point of view about the song lyrics, selecting information and ideas  | partial development and explanation of a point of view about the song lyrics, selecting information and ideas  | fragmented development and explanation of a point of view about the song lyrics, selecting information and ideas  |
| Skills | creation of a purposeful informative response about how a song’s lyrics influence the interest of audiences | creation of an effective informative response about how a song’s lyrics influence the interest of audiences | creation of an informative response to encourage peers about how a song’s lyrics influence the interest of audiences | partial creation of an informative response to encourage peers about how a song’s lyrics influence the interest of audiences | fragmented creation of an informative response about how a song’s lyrics influence the interest of audiences |

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The student’s work has the following characteristics: |
|  | Skills | purposeful selection of specific vocabulary and use of accurate spelling and punctuation | effective selection of specific vocabulary and use of accurate spelling and punctuation | selection of specific vocabulary and use of accurate spelling and punctuation | selection of specific vocabulary and partial use of accurate spelling and punctuation | selection of specific vocabulary and fragmented use of accurate spelling and punctuation |
| purposeful editing of work for cohesive structure and meaning | effective editing of work for cohesive structure and meaning | editing of work for cohesive structure and meaning | partial editing of work for cohesive structure and meaning | fragmented editing of work for cohesive structure and meaning |

 © State of Queensland (QCAA) 2020

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **| Attribution:** ‘© State of Queensland ([QCAA](https://www.qcaa.qld.edu.au/copyright)) 2020’ — please include the link to our copyright notice.