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|  | Australian Curriculum Year 8 English sample assessment ׀ Task-specific standards — matrix  Unlocking the power in poetry | Name |

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**Purpose of assessment:** To create a series of entries that respond to and discuss poetry in a class blog, writing responses to questions about the ways a selected poem’s language and techniques influence readers’ feelings and emotions and encourage them to accept particular viewpoints.

|  | | | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Understanding and Skills | Receptive modes  (evidence of listening, reading and viewing) | Ideas and information in texts | Explanation supported by evidence of the ways poems represent different viewpoints on events, people and situations | Discerning explanation supported by evidence of the ways poems represent different viewpoints on events, people and situations | Effective explanation supported by evidence of the ways poems represent different viewpoints on events, people and situations | Explanation supported by evidence of the ways poems represent different viewpoints on events, people and situations | Explanation of viewpoints on events, people and situations in poems | Identification of events, people and situations in poems |
| Language features | Explanation of the ways that evaluative language and poetic techniques in poems influence readers’ feelings and emotions | Discerning explanation of the ways that evaluative language and poetic techniques in poems influence readers’ feelings and emotions | Effective explanation of the ways that evaluative language and poetic techniques in poems influence readers’ feelings and emotions | Explanation of the ways that evaluative language and poetic techniques in poems influence readers’ feelings and emotions | Description of evaluative language and poetic techniques used to influence readers’ feelings and emotions | Identification of language, poetic techniques, feelings and emotions |
| Productive modes  (evidence of speaking, writing and creating) | Ideas and information in texts | Selection and combination of ideas, images and language features from texts to create a poetry blog | Discerning selection and organisation of ideas, images and language features from texts to create a poetry blog | Effective selection and organisation of ideas, images and language features from texts to create a poetry blog | Selection and combination of ideas, images and language features from texts to create a poetry blog | Selection and use of ideas, images and language features from texts to create a poetry blog | Use of ideas, images and language features |
| Text  structures | Use of an analytical text structure to raise issues, report events and advance opinions to suit the needs and interests of an online audience | Discerning use of an analytical text structure to raise issues, report events and advance opinions to suit the needs and interests of an online audience | Effective use of an analytical text structure to raise issues, report events and advance opinions to suit the needs and interests of an online audience | Use of an analytical text structure to raise issues, report events and advance opinions to suit the needs and interests of an online audience | Use of aspects of an analytical text structure to raise issues, report events and state opinions for an online audience | Use of aspects of a text structure to identify issues, events and opinions |
| Language features | Use of a range of language features such as grammatical structures, vocabulary, layout, print and visuals, including digital elements, to create specific effects and influence audience response (feelings, emotions and attitudes) | Discerning use of a range of language features to create specific effects and influence audience response (feelings, emotions and attitudes):   * grammatical structures * vocabulary * layout * print and visuals, including digital elements | Effective use of a range of language features to create specific effects and influence audience response (feelings, emotions and attitudes):   * grammatical structures * vocabulary * layout * print and visuals, including digital elements | Use of a range of language features to create specific effects and influence audience response (feelings, emotions and attitudes):   * grammatical structures * vocabulary * layout * print and visuals, including digital elements | Use of language features that vary in suitability, for example:   * grammatical structures * vocabulary * layout * print and visuals, including digital elements | Use of language features that impede meaning, for example:   * grammatical structures * vocabulary * layout * print and visuals, including digital elements |
| Use of editing strategies that take into account audience, purpose and specific effects, and includes accurate spelling, punctuation and selection of language features | Discerning use of editing strategies that take into account audience, purpose and specific effects, including:   * accurate spelling * punctuation * selection of language features | Effective use of editing strategies that take into account audience, purpose and specific effects, including:   * accurate spelling * punctuation * selection of language features | Use of editing strategies that take into account audience, purpose and specific effects, including:   * accurate spelling * punctuation * selection of language features | Use of editing strategies that vary in suitability, for example:   * spelling * punctuation * selection of language features | Use of textual features that impede meaning, for example:   * spelling * punctuation * selection of language features |