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|  | Australian Curriculum Year 8 English sample assessment ׀ Task-specific standards — continua  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.

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| Understanding and Skills | | | |  |
| Receptive modes | | Productive modes | |  |
| Explanation supported by evidence of the ways poems represent different viewpoints on events, people and situations, and evaluative language and poetic techniques in poems influence readers’ feelings and emotions | | Selection and combination of ideas, images and language features from texts and use of an analytical text structure to create a poetry blog to raise issues, report events and advance opinions and use of a range of language features such as grammatical structures, vocabulary, layout, print and visuals, including digital elements, and accurate spelling and punctuation, to create specific effects and influence audience response (feelings, emotions and attitudes) | |  |
| * Discerning explanation supported by evidence of the ways poems represent different viewpoints on events, people and situations, and evaluative language and poetic techniques in poems influence readers’ feelings and emotions |  | * Discerning selection and organisation of ideas, images and language features from texts and use of an analytical text structure to create a poetry blog to raise issues, report events and advance opinions and use of a range of language features such as grammatical structures, vocabulary, layout, print and visuals, including digital elements, and accurate spelling and punctuation, to create specific effects and influence audience response (feelings, emotions and attitudes) |  | A |
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|  |  |  |  | B |
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| * Explanation supported by evidence of the ways poems represent different viewpoints on events, people and situations, and the ways that evaluative language and poetic techniques in poems influence readers’ feelings and emotions |  | * Selection and combination of ideas, images and language features from texts and use of an analytical text structure to create a poetry blog to raise issues, report events and advance opinions and use of a range of language features such as grammatical structures, vocabulary, layout, print and visuals, including digital elements, and accurate spelling and punctuation, to create specific effects and influence audience response (feelings, emotions and attitudes) |  | C |
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|  |  | ◀ |  | D |
| * Identification of events, people and situations in poems, and of language, poetic techniques, feelings and emotions |  | ◀  Use of ideas and images, use of aspects of text structures to identify issues, events and opinions, and use of language features that impede meaning, for example, grammatical structures, vocabulary, layout, print and visuals, spelling and punctuation |  |
|  |  |  |  | E |
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