



## YEAR 10 English Concept Study: Courage

<b>Due Date:</b> Thursday 26 <sup>th</sup> March 2020 – 10ENH1, 10ENH2, 10ENC, 10ENP, 10ENT Friday 27 <sup>th</sup> March 2020 – 10ENO	<b>Assessment Name:</b> Concept Study: Courage Examination
<b>Mark:</b> x/40 Section 1: Skills (x/20) Section 2: Imaginative Writing (x/20)	<b>Weighting:</b> 40%
<b>SYLLABUS OUTCOMES TO BE ASSESSED:</b> <b>EN5-5C:</b> thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and <b>compose</b> texts in a range of contexts <b>EN5-6C:</b> <b>investigates</b> the relationships between and among texts <b>EN5-7D:</b> understands and evaluates the diverse ways texts can <b>represent</b> personal and public worlds	
<b>DIRECTIVES TO BE ASSESSED:</b> <b>Compose:</b> Produce or create <b>Investigates:</b> Plan, inquire into and draw conclusions about <b>Represent:</b> Present an understanding or interpretation of	
<b>TASK DESCRIPTION:</b> <p>You will complete an in-class examination, consisting of two sections. Section 1 will focus on your knowledge of poetic and figurative language techniques and how the concept of courage is represented in two unseen texts. Section 2 will ask you to compose an imaginative piece of writing, based on a stimulus, that represents your understanding of the concept of courage.</p> <p>You will be provided with 5 MINUTES reading time and 60 MINUTES writing time to complete the exam.</p> <p><b>Section 1:</b></p> <p>You will be provided with a poem and text extract that you have not previously studied in class (“unseen”). You will respond to short answer questions and <b>compose</b> ONE analytical paragraph.</p> <p>The questions will focus on interpreting the meaning of the unseen texts and the use and effect of poetic and figurative language techniques in creating meaning. You will also need to <b>investigate</b> the relationship between the poem and/or text and the concept of courage represented in the poem and/or text.</p> <p><b>Section 2:</b></p> <p>You will be provided with stimulus material which will form the basis of your imaginative writing piece.</p> <p>You will be required to <b>compose</b> an imaginative piece of writing that <b>represents</b> your understanding of the concept of courage.</p> <p>You should aim to interpret your choice of stimulus in a symbolic manner in order to effectively <b>represent</b> courage.</p> <p>You must structure your imaginative response as a short story/narrative.</p>	

## ASSESSMENT CRITERIA – You will be assessed on your ability to:

### Section 1:

- identify and discuss language forms and features and structures of texts
- **respond** to a poem and text and interpret meaning from these texts
- **investigate** the representation of courage in a poem and/or text
- **compose an** extended response based on a poem and/or text, using PEEL paragraph structure

### Section 2:

- **compose** a well-developed, engaging and original imaginative response that clearly **represents** your understanding of the concept of courage
- use ONE stimulus to form the basis of your imaginative writing piece
- use ONE stimulus in a symbolic manner and NOT a literal manner
- use correct and effective language forms, features and structures

## PREPARING FOR THE EXAMINATION – Checklist

- I can identify language forms, features and structures of poems in short and extended responses
- I can discuss language forms, features and structures of poems in short and extended responses
- I can write an imaginative short story/narrative based on a stimulus e.g. an image or text extract
- I have practised **analysing** poems and their use of techniques to create meaning
- I have practised **composing** short answer questions in response to various poems
- I have practised **composing** extended responses based on various poems, using PEEL paragraph structure
- I have practised **composing** a short story/narrative under exam conditions

## MARKING GUIDELINES: Section 2 – Imaginative Writing

Guideline	Mark/ Grade
<ul style="list-style-type: none"> <li>- Utilises the stimulus in a skillful manner to <b>represent</b> a deep understanding of courage and how texts can <b>represent</b> personal and public worlds (<u>EN5-7D</u>)</li> <li>- <b>Composes</b> an engaging and imaginative piece of writing, skilfully using a wide range of textual features to represent courage (<u>EN5-5C</u>)</li> <li>- Demonstrates skilful control of language and structure appropriate to audience, purpose and context (<u>EN5-5C</u>)</li> </ul>	<p><b>A</b></p> <p>17-20</p>
<ul style="list-style-type: none"> <li>- Utilises the stimulus in an effective manner to <b>represent</b> an understanding of courage and how texts can <b>represent</b> personal and public worlds (<u>EN5-7D</u>)</li> <li>- <b>Composes</b> an engaging and imaginative piece of writing, effectively using a range of textual features to represent courage (<u>EN5-5C</u>)</li> <li>- Demonstrates effective control of language and structure appropriate to audience, purpose and context (<u>EN5-5C</u>)</li> </ul>	<p><b>B</b></p> <p>13-16</p>
<ul style="list-style-type: none"> <li>- Utilises the stimulus in a sound manner to <b>represent</b> an understanding of courage and how texts can <b>represent</b> personal and public worlds (<u>EN5-7D</u>)</li> <li>- <b>Composes</b> a somewhat engaging and imaginative piece of writing, soundly using a range of textual features to represent courage (<u>EN5-5C</u>)</li> <li>- Demonstrates sound control of language and structure appropriate to audience, purpose and context (<u>EN5-5C</u>)</li> </ul>	<p><b>C</b></p> <p>9-12</p>
<ul style="list-style-type: none"> <li>- Attempts to use the stimulus to <b>represent</b> courage (<u>EN5-7D</u>)</li> <li>- Attempts to <b>compose</b> a piece of writing and to use textual features to represent courage (<u>EN5-5C</u>)</li> <li>- Attempts to control language appropriate to audience, purpose and context (<u>EN5-5C</u>)</li> </ul>	<p><b>D</b></p> <p>5-8</p>
<ul style="list-style-type: none"> <li>- Elementary or no use of the stimulus, courage not <b>represented</b> or represented in an elementary manner (<u>EN5-7D</u>)</li> <li>- Elementary piece of writing (<u>EN5-5C</u>)</li> <li>- Elementary control of language (<u>EN5-5C</u>)</li> </ul>	<p><b>E</b></p> <p>1-4</p>

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