



ST STEPHEN'S SCHOOL

UNITING CHURCH IN AUSTRALIA DUNCRAIG & CARRAMAR WESTERN AUSTRALIA

## Year 11 English General

### Feature articles

### Task 5: Annotation and Written response

<b>Year:</b>	11, 2019
<b>Course:</b>	English General
<b>Title:</b>	Annotation and written response to a feature article
<b>Date due:</b>	Term 3, Week 3
<b>Weighting:</b>	8%
<b>Content Descriptors:</b>	<p><b>Content focus:</b></p> <p>Identify facts, opinions, supporting evidence and bias.</p> <p>Summarise and assess ideas and information presented in a feature article.</p> <p>Exploring different perspectives presented in a range of texts and contexts.</p> <p>Explore attitudes, text structures and language features to understand a text's meaning and purpose</p> <p>Examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning</p> <p>Consider how perspectives and values are presented in texts to influence specific audiences</p> <p>Develop and justify own interpretations when responding to texts</p> <p>Learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts</p>
<b>Description of the task:</b>	<p>In class response - analyse an opinion column about youth employment.</p> <p>Weighting = 8%</p> <p>Due Week 3, Aug 16, 2019</p>
<b>Method of submission:</b>	<p>Complete the relevant response sheet and submit with your annotations AND your task sheet</p> <p><b>** Task will not be accepted without the work placed in a plastic sleeve</b></p>
<b>To do well on this task, you should:</b>	<ol style="list-style-type: none"> <li>1. Recognise why you should annotate.</li> <li>2. Annotating, or interacting with, an article can help you understand the piece.</li> <li>3. Highlight important concepts to enhance your recall of the material.</li> <li>4. Use the information gained from a comprehensive reading of the feature article.</li> <li>5. Make effective use of annotation skills.</li> <li>6. Identify facts, opinions, supporting evidence and bias.</li> <li>7. Write clear sentences to promote well-thought-out responses.</li> </ol>
<b>Marking Criteria:</b>	Things to note in your annotations include:
<b>Late submission penalties:</b>	Tasks that are submitted late will lose 20% of the task value per day (or 30% if it is a weekend) as per school policy. Medical certificates or other verification must be submitted upon the <i>first</i> day of return to school if a student is absent on the day of a task. Extensions will only be granted in exceptional circumstances and must be sought before the due date.



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### Task 5: Annotation and Written response marking grid (Tick only)

<b>Language and textual analysis</b>	Demonstrates control of language conventions to achieve clarity.	Demonstrates control of most language conventions which achieves some clarity.	Demonstrates some control of language conventions.	Demonstrates limited control of language conventions.	Demonstrates very limited control of language conventions.
<b>Understanding of purpose, audience and genre</b>	Demonstrates understanding of purpose, audience and genre in responding to the text/s.	Demonstrates awareness of purpose, audience and genre in producing and making meaning of texts	Demonstrates some awareness of purpose and audience and meets the basic requirements of the task and genre.	Demonstrates limited awareness of purpose and audience and meets few of the requirements of the task	Does not meet the requirements of the task
<b>Context; making meaning of the text</b>	Demonstrates understanding of the significance of context in producing and making meaning of the text/s.	Demonstrates an awareness of context in producing and responding to texts.	Demonstrates some awareness of context in addressing familiar aspects of the topic or task.	Generally, demonstrates literal understanding of texts and little or no awareness of context	Demonstrates little or no evidence of understanding the texts.
<b>Organisation of responses</b>	Organises responses clearly and makes appropriate references to the text/s	Attempts to organise ideas into a logical structure and draws on some appropriate supporting evidence.	Attempts to organise ideas but includes little supporting evidence.	Records ideas without clear organisation.	Offers ideas that are not related or are disconnected
<b>Annotation</b>	Demonstrates a perceptive understanding of the purpose of annotation	Demonstrates a clear understanding of the purpose of annotation	Demonstrates some understanding of the purpose of annotation	Demonstrates limited understanding of the purpose of annotation	Annotation lacks any form of organisation or purpose