### GRC Oatley Campus ASSESSMENT TASK – 2015

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<th>Subject: PRELIMINARY ENGLISH</th>
<th>Course: Standard</th>
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<td>Task number: 1 of 4</td>
<td>Weighting: 15%</td>
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**Date:** Wednesday 25<sup>th</sup> February  
**Time:** Session 1 (8:40am-9:40am).  
**Note – the assessment task will begin promptly at 8:40, meaning you must arrive at the venue NO LATER THAN 8:30am. This is a non-Tutorial week.**

**Venue:** Gym

### Outcomes to be assessed:

P1. A student demonstrates an understanding of the relationships between composer, responder, text and context.  
P4. A student identifies and describes language forms and the features, and the structures of text which shape meaning and influence responses.  
P7. A student selects appropriate language forms and features and structures of texts to explore and express ideas and values.  
P10. A student analyses and synthesizes information and ideas from a range of texts for a variety of purposes, audiences and contexts.

**Topic:** Telling Stories  
**Task Description: Extended Response (60 minutes)**

You will write an essay about how two poets use narrative features and poetic techniques to tell a story within a poem.

Your chosen poems will be those you have studied in class:  
‘I was Only Nineteen’ by John Schumann  
**AND EITHER**  
‘The Charge of the Light Brigade’ by Alfred, Lord Tennyson  
‘Knock, Knock’, by Daniel Beaty  
‘The Yellow Palm’ by Robert Minhinnick  
‘And the Band Played Waltzing Matilda’ by Eric Boyle

- **You will have 10 minutes planning / annotating time and 50 minutes writing time.**  
- The essay question will be one of the four on the following page.  
- You will be given copies of the poems on the day of the task. It would be helpful to identify narrative features and poetic techniques found in each poem as well as how these features convey ideas and tell stories.  
- No written or printed material may be brought to the gym.  
- **If you are ill or absent on the scheduled day of your task, you must follow the Illness/Misadventure procedure. This includes seeing the Deputy for an Illness/Misadventure Form and attending the make-up task. This task will be scheduled on Friday February 27<sup>th</sup> during Session 4 in Room Y111 on Level 1.**

**Criteria:**
You will be assessed on your ability to:  
- Demonstrate understanding of how poetry can be used to tell a story  
- Analyse and link your ideas from two poems  
- Explain the way language features/poetic techniques shape meaning  
- Use and select appropriate annotations, language and form to structure your essay in a coherent manner
Possible Questions:

1) ‘Stories have the power to help us understand the world.’
Discuss how TWO poets have used narrative features and poetic techniques to convey important ideas about the world.

2) ‘Stories have the power to help us understand other people.’
Discuss how TWO poets have used narrative features and poetic techniques to convey important ideas about individuals.

3) ‘Stories have the power to help us understand the past.’
Discuss how TWO poets have used narrative features and poetic techniques to convey important ideas about past events.

4) ‘Stories have the power to help us understand life.’
Discuss how TWO poets have used narrative features and poetic techniques to convey important ideas about life.

How to approach this task

Before the assessment day:

1. Re-read both poems, and identify KEY ideas found in BOTH poems.
2. Identify the quotes and techniques used to convey these ideas in BOTH poems.
3. Write paragraphs, or create paragraph plans, explaining HOW the quotes and techniques show the ideas. Remember to focus on narrative and poetic techniques.
4. Compare the similarities and differences in each poem about each idea.
5. Plan a response to each question, including thesis statement, main ideas to explore and explanation. Remember to answer the question directly.
6. Practice handwriting a response under timed conditions (40-50 minutes).

On the day (In the 10 minutes planning time):

1. Read the question carefully and work out what it requires you to do.
2. Annotate your poems given to you on the day, including the narrative and poetic features, as well as the ideas. Make sure these ideas relate directly to the question you have been given.