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| **What is the task?** | ‘What Matters?’ Persuasive Writing Task |
| **What is it worth?** | 20% of your yearly result - *see your assessment schedule for further details* |
| **Syllabus**  **Outcomes** | EN4-2A, EN4-3B, EN4-5C, EN4-7D - *see your assessment schedule for further details* |
| **Due Date** | First time-tabled English lesson in Week 10. |
| **Can I prepare in class?** | Your teacher will provide you with THREE lessons to work on your written response in either Week 8 or Week 9. You must have the Task Plan signed off **by the end of your first planning lesson**. |

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| **Task Description:** |
| For this task, **you will write an entry to be considered for submission in the ‘What Matters?’ Writing Competition** run by The Whitlam Institute in association with Western Sydney University.  You will need to:   1. **Select a real-world issue** that you care aboutwhich relates to the concepts explored this term. 2. Conduct **research** into your chosen issue. 3. Complete the **Task Plan** in order to organise your ideas and check that your response meets all task requirements. Please note, your Task Plan will be reviewed and **signed off by your teacher after your first planning lesson**. This plan will contribute to your overall mark. 4. Compose a 400-500 word written responsein which you **use persuasive language** to discuss your chosen issue, and convince your audience that this is an issue worth caring about. This will be written in class, under examination conditions. It is YOUR RESPONSIBILITY to bring the **Notes Sheet** to the examination.   Once completed, you will be encouraged to enter your response into the ‘What Matters?’ Writing Competition. Your teacher will assist with submission.  ***Use the Persuasive Written Response Checklist to ensure that you meet the requirements of the task.*** |

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| **Stage 4 Assessment Task English Faculty Procedure:** |
| *Penalties will apply for late submission, non-submission and plagiarism. Technology failures* *(e.g. unable to print/email, wrong email address, lost USB) will not be accepted as justification for late submission. Please refer to the Stage 4 English assessment procedures, available from your English teacher or Student Sharepoint, for more information.* |

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| Name: | Marker: | **Total Mark: /20** |

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|  | **4** | **3** | **2** | **1** | **0** |
| **CONCEPTUAL UNDERSTANDING** | Demonstrates a sophisticated understanding of a real-world issue including discussion of multiple key points of information. | Demonstrates an insightful understanding of a real-world issue, including discussion of key points of information. | Adequately demonstrates understanding of a real- world issue. | Limited demonstration of understanding; issue is simplistic or irrelevant. | No genuine attempt to develop ideas or issue. |
| **USE OF PERSUASIVE LANGUAGE** | Highly-developed use of persuasive language to support views and engage audience. Response is memorable, emotive and has lasting significance for audience. | Well-developed use of persuasive language to support views and engage audience. Response has a sense of lasting significance for audience. | Adequate use of persuasive language to support argument and engage audience. | Limited use of persuasive language to support views. | Non serious or no use of persuasive language. |
| **CONTROL OF TEXTUAL FORM** | Written response is sophisticated, coherent, and demonstrates a highly-developed control of form. Progression of ideas is fluent, logical and insightful. | Written response is coherent and demonstrates well-developed control of form. Logical and thoughtful progression of ideas. | A mostly coherent written response with developing control of language and progression of ideas. | Limited attempt to produce a coherent written response. | No attempt to produce a written response. |
| **RESEARCH AND EVIDENCE** | Representation of chosen issue is effectively supported with the use of relevant, thought-provoking factual information. | Representation of chosen issue is well supported with the use of relevant, factual information. | Representation of chosen issue is supported with the use of some factual evidence. | Limited or irrelevant use of evidence or factual information to support representation of issue. | No evidence of research into chosen issue. |
| **TASK PLAN** |  |  | Task Plan and Note Sheet are detailed and thoughtfully written. Task Plan and Note Sheet completed on time and checked off by teacher. | Task Plan and Note Sheet completed on time and checked off by teacher. | Task Plan or Note Sheet incomplete or only one element submitted. |
| **SPELLING, GRAMMAR AND PUNCTUATION** |  |  | Response has been proofread, and there are very little to no errors in spelling, grammar and punctuation. | Some errors in spelling, grammar and punctuation. | Extensive errors in spelling, grammar and punctuation. Response does not show attempt of proofreading. |

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| **Medals** | **Missions** |
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*Please complete the information below and have your ideas approved by your teacher before you begin. Your teacher may provide you with feedback on ONE draft in Week 8 or 9.*

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| **TASK PLAN** | | **Teacher Approval** |
| The real-world issue I intend to write about is: |  |  |
| I care about this issue because: |  |  |
| This is relevant to our unit ‘Stand Up, Speak Out’ because: |  |  |
| My argument / viewpoint / driving question in relation to my topic is: |  |  |
| The source materials for my response are (newspapers, websites, blogs, autobiographies, personal observations etc.): |  |  |

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| **PERSUASIVE WRITTEN RESPONSE CHECKLIST** |
| My **introduction:**   * Outlines my chosen issue * Explains why the issue matters * Makes my argument / driving question clear   My **first argument** contains:   * A topic sentence * A relevant discussion point * Evidence supporting facts * Persuasive language   My **second argument** contains:   * A topic sentence * A relevant discussion point * Evidence supporting facts * Persuasive language   My **third argument** contains:   * A topic sentence * A relevant discussion point * Evidence supporting facts * Persuasive language   My **conclusion:**   * Clearly summarises my ideas * Serves as an original, convincing, and memorable ending   **Editing**:   * I have **carefully proofread** my submission * I have had **at least two others** proofread my submission * I have sought **feedback and advice from my teacher** on a final draft |

*Please complete the information below in DOT POINTS ONLY and have your ideas approved by your teacher before you begin. Your teacher may provide you with feedback on ONE draft in Week 8 or 9. You will then bring this Note Sheet to the day of your exam to help you write your response.*

Teacher sign off: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Introduction:**   * What is my chosen issue? * Why does this issue matter? * What is my main argument/driving question? |  |
| **Body paragraph one:**   * A topic sentence – which introduces your first argument. * A second sentence explaining this argument in more detail. * Clear and relevant supporting facts and evidence. * A link to why this argument point supports your ideas on the issue. |  |
| **Body paragraph two:**   * A topic sentence – which introduces your second argument. * A second sentence explaining this argument in more detail. * Clear and relevant supporting facts and evidence. * A link to why this argument point supports your ideas on the issue. |  |
| **Body paragraph three:**   * A topic sentence – which introduces your third argument. * A second sentence explaining this argument in more detail. * Clear and relevant supporting facts and evidence. * A link to why this argument point supports your ideas on the issue. |  |
| **Conclusion:**   * A summary of my ideas. * An original call to action that will make my writing convincing and memorable. |  |