

Shared Assessment English/Global Studies Year 8

Hello Class. You are all studying **the context of Treasure of New Zealand**. We have examined some short texts that explore what treasures mean to different people . You will create a poem / short text with at least 5 paragraphs or stanzas that explore an element of kiwiana in New Zealand. You have explored a number of poetic techniques in class, at least 5 different poetic techniques must be evident in your text.

Your assessment will examine short text/poetic writing and there needs to be poetic techniques evident in your short text. You will write a paragraph to identify and explain the poetic techniques you have included in your short text.

You will also provide a written commentary 2-3 paragraphs that firstly explain the element of kiwiana used in your short text as an aspect of New Zealand's cultural identity, including the historical context and how the piece of kiwiana is perceived today. You will also develop a new piece of kiwiana either graphically or in words that demonstrates New Zealand's welcoming of new cultures/people and how this is part of New Zealand's identity.

You will submit your short text and poetic technique paragraph as well as your paragraphs about Kiwiana and National Identity

YEAR 8

Student understanding of 'Kiwiana' and Multiculturalism as an aspect of New Zealand's cultural identity

| Criteria | WORKING TOWARDS Curriculum expectation | Working AT curriculum expectation | Working ABOVE curriculum expectation | Working BEYOND curriculum expectation |
|--------------------------|--|--|--|---|
| Kiwiana | You have presented historical ideas with limited detail | You have presented historical ideas and demonstrated some understanding of Kiwana | You have presented historical ideas and demonstrated an accurate understanding of Kiwana | You have presented detailed historical ideas and demonstrated a thorough understanding of Kiwana |
| National Identity | You have yet to identify items or elements that are relevant/clear to the concept of National Identity | You have identified a few items or elements that show some understanding of the concept of | You have described with examples a range of items or elements that show an understanding of the concept of National Identity | You have provided a detailed description with examples of items or elements that show a full understanding of the concept of National |

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| | | National Identity | | Identity |
| Accuracy in Writing | You have made errors in grammar, spelling and/or punctuation. These are intrusive at times, but reader can infer meaning | You have made some errors, but minimal reader inference is needed. Meaning is consistently clear | You have carefully edited your writing to ensure you have few intrusive errors. Meaning is consistently clear | You have carefully edited your writing to ensure you have few no intrusive errors. Meaning is consistently clear |
| Time Management | You have not submitted your assessment by the due date..... | You have not submitted your assessment by the due date..... | You have submitted your assessment by the due date..... | You have submitted your assessment by the due date..... |

| Criteria | WORKING TOWARDS Curriculum expectation | Working AT curriculum expectation | Working ABOVE curriculum expectation | Working BEYOND curriculum expectation |
|----------------------|--|---|---|--|
| Purpose and audience | Demonstrated awareness of the purpose and audience and used personal voice | You have identified and demonstrated awareness of the purpose and audience and used personal voice | You have consistently demonstrated an awareness of the purpose and audience and uses personal voice | You have consistently and confidently demonstrated an awareness of the purpose and audience and uses personal voice |
| Structure | You have used the correct structure for your writing task. | Consistently Identifies the correct structure You have used the correct structure for your writing task. Your writing shows most of the characteristics of this text type. | You have used the correct structure for your writing task and organised your ideas accordingly. Your writing consistently shows the characteristics of this text type. | You have organized your ideas into the appropriate structure for the task, confidently using the characteristics of this text type |
| Accuracy in Writing | You have made errors in grammar, spelling and/or punctuation. These are intrusive at times, but reader can | You have made some errors, but minimal reader inference is needed. Meaning is consistently clear | You have carefully edited your writing to ensure you have few intrusive errors. Meaning is consistently clear | You have carefully edited your writing to ensure you have few no intrusive errors. Meaning is consistently clear |

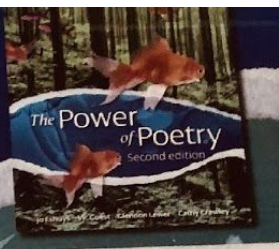
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| | infer meaning | | | |
|--|---------------|--|--|--|

AOs covered

1. Purposes and audiences Show an increasing understanding of how to shape texts for different purposes and audiences
2. Structure: Organise texts, using a range of appropriate structures.
3. Ideas: Select, develop, and communicate ideas on a range of topics.

The Power of Poetry

Second edition



Poetic techniques glossary

Alliteration

When two or more words in a sequence begin with the same consonant(s).
For example: 'Betty Botter bought some butter...'; 'laughing friends lounged lazily'.

Sarah Teasdale uses alliteration throughout her poem 'There will come soft rains'.
The Power of Poetry page 159

Emotive words

Words that create or influence the emotional response of the reader.

Walt Whitman uses several emotive words in 'I sit and look out'.
The Power of Poetry page 253

Onomatopoeia

A word that imitates the sound an object or action makes.
For example: 'The boom of the thunder'; 'The drip, drip, dripping of the tap'.

Jessie Pope uses onomatopoeia in almost every line of his poem 'Noise'.
The Power of Poetry page 33

Rhyme

The repetition of the same (or similar) sounds. Rhyme that occurs at the end of a line of verse is called 'end rhyme'; rhyme that occurs within a line of verse is called 'internal rhyme'.

William Wordsworth uses rhyme throughout his poem about the morning: 'Composed upon Westminster Bridge'.
The Power of Poetry page 177

Simile

When two things are directly compared using 'like' or 'as'.
For example: 'she ate like a bird'; 'he was as quiet as a mouse'.

Assonance

When two or more words in a sequence repeat the same vowel sound.
For example: 'How now, brown cow?'; 'child of silent time'.

Alfred, Lord Tennyson employs assonance throughout his long poem, 'The Lotus-Eaters'.
The Power of Poetry page 30

Metaphor

A comparison of two things in which one thing is said to actually **be** another.
For example: 'His mood was a black storm'; 'the sea is a hungry dog'.

Don Marquis uses a vivid metaphor to describe a tomcat's eyes in his poem 'The tomcat'.
The Power of Poetry page 20

Personification

Describing non-human things—animals, objects or ideas—as though they were human.
For example: 'The sun smiled'; 'the house sagged, bored and lonely'.

Don Marquis uses personification in his poem 'The tomcat'.
The Power of Poetry page 20

Rhythm

The flow and beat of a poem, created by the emphasis we place on certain words or parts of words when we read.

In this example, from the opening of Henry Lawson's 'The ballad of the drover', the rhythm is illustrated with / for stressed beats and x for soft beats. Lawson uses iambic trimeter for his eleven-stanza ballad.
The Power of Poetry page 103

Symbolism

When an object, character, animal,

Have FUN