

Year 10 English Assessment

Year 10 Context : "Kia Kaha: Strength and Spirit of Aotearoa Olympians"

Year 10 students are learning the History of Olympics and Sports associated with Olympics through Global Studies.

Knows Covered

KNOW: All text creators have biases, which may undermine or enhance their intended purposes. These biases may not be immediately apparent to them or their audience. The texts I create reflect my own context and biases.

KNOW: Audiences differ by time and place. This means they are influenced in different ways and may interpret a text differently from one another and from me.

KNOW: As a text creator, I can contribute to national and global conversations through my original interpretations of texts and through the texts I create.

Knows being assessed

KNOW: As a text creator, I can contribute to national and global conversations through my original interpretations of texts and through the texts I create.

KNOW: All text creators have biases, which may undermine or enhance their intended purposes. These biases may not be immediately apparent to them or their audience. The texts I create reflect my own context and biases.

Task Description

Write an article for our school newsletter: Choose one of the following topics and write an article of 150-250 words. Ensure your article has a captivating headline, an engaging introduction, a well-organised body, and a strong conclusion. Use facts, quotes, and examples to make your article informative and interesting.

Topics:

1. **Behind the Scenes of Hosting the Olympics:**
 - Explore the preparations and challenges that cities and countries face when hosting the Olympic Games. Include interviews or quotes from officials, athletes, or residents if possible.
2. **Inspiring Olympic Athletes:**
 - Feature a profile on one or more Olympic athletes who have overcome significant obstacles to achieve success. Share their stories, achievements, and impact on their sport and community.
3. **The Impact of the Olympics on Host Cities:**
 - Analyse the lasting effects of hosting the Olympic Games on cities and countries, including economic, social, and environmental impacts. Provide case studies from recent Olympics.
4. **Olympic Innovations and Technology:**
 - Discuss how technology has transformed the Olympic Games, from advancements in sports equipment to broadcasting and athlete training. Highlight recent innovations and speculate on future developments

Resources shared with students:

Scaffold

- Read through Planning, Structure and Checklist for writing an article found on pg 65-71 in the Literacy Essentials learners book.
- Read Literacy Essentials: [How to write an article pg 82](#), [Structure and Organisation pg 83,85](#)
- Read and analyse various articles around the context of the olympics. [Examples of articles around the Olympic context](#)
- Annotated articles looking at basic structure, the 5W's and 1 H in the articles.
- Learners can use the 5W's and 1H or TEEC to organise their ideas

TEEC :

- Topic
- Example
- Explanation
- Conclusion
- Note taking and Summarising [slides](#)

Planning:

Planning, Structure and Checklist for writing an article can be found in Literacy Essentials pg 65-71

Learners can use the 5W's and 1H or TEEC to organise their ideas

TEEC :

- **T**opic
- **E**xample
- **E**xplanation
- **C**onclusion

Checklist: [Quick check list](#)

Learners will [research](#), [plan](#) and write their article in class sessions.

Week 6 - Week 9 (7 sessions)

This assessment is to be done in class

Research - brainstorm and research a topic from the list provided (2 sessions)

Planning - you will plan on the planning sheet provided (up to 2 sessions)

Writing - you will write the assessment on writing an article in the assignment doc shared in Google Classroom (up to 2 sessions)

Editing - you will edit, proofread your essay (1 session)

Submit the assessment in Google Classroom. Due Monday 9th September , Week 9 at the end of the English class.

The assessment will open and close in every class session, and English books will be collected.

TAAB Assessment Rubric

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Understanding text conventions (incl Purpose and audience)	<p>You are working towards creating a text that is relevant to the task, consistently including appropriate and deliberately selected structures and conventions which are linked to the text's purpose and ideas</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone, style and format)</p>	<p>You have created an effective text which conveys ideas and purpose through deliberate use of structures and conventions.</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone style and format)</p>	<p>You have constructed a compelling text which draws together deliberately selected structures and conventions to enhance the reader's understanding of your intended ideas and purpose</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone style and format)</p>	<p>You have constructed a compelling text which draws together complex use of structures and conventions to enhance the reader's understanding of your intended ideas and purpose and which shows understanding of how your text could position the viewer</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone style and format)</p>
Language Use [Vocabulary and Language Devices]	<p>You are working towards controlling your use of interesting language/ language techniques relevant to your topic, as well as a writing style appropriate to your audience</p>	<p>You have deliberately used a wide range of language features effectively while sustaining a writing style which is appropriate to your audience</p>	<p>You have consistently and deliberately used a wide range of language features effectively while sustaining a writing style which is appropriate to your audience</p>	<p>You have skillfully used a comprehensive range of language features effectively while sustaining a writing style which is appropriate to your audience</p>
Accuracy in Writing	<p>You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning.</p>	<p>You have made a few errors in grammar, spelling and/or punctuation, which may be intrusive at times, but readers can infer meaning.</p> <p>You may have attempted complex punctuation.</p>	<p>You have made minimal minor errors. Meaning is consistently clear.</p> <p>You have used some complex punctuation, and they are mostly correct</p>	<p>You have made few to no errors. Meaning is consistently clear.</p> <p>You have correctly applied deliberate use of complex punctuation to enhance clarity and impact.</p>

Time Management	You have not submitted your assessment	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
-----------------	--	--	--	--