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Year 8 English

Task 4: Expository Website

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| **Task Description:** | * Students are required to create a homepage for an original website on an environmental issued studied in class, with images.
* Students are to use Weebly to create their website.
* Their website should be called:

 f*irstname last name subject current calendar year .weebly.com*  *e.g. ruthdoyleenglish2016.weebly.com** *Layout of writing:*

*Paragraph 1: Detail the environmental issue/problem* *Paragraph 2: Detail a solution to the problem**Paragraph 3: Evaluate the effectiveness of the solution and offer improvements** *Images must be included of the problem and the solution.*
* *You must list your references using Harvard style referencing.*
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| **Due Date:** | ***WB* 14th March 2016** |
| **Weighting:** | **15%** |
| Keys to Success: | **Genre:*** Does it inform?
* Does it entertain?
* Does it persuade?
* Use of expository conventions: e.g. anecdotes, expert opinions, question/answer, problem/solution structure

**Writing:*** Clarity of writing – be precise/don’t waste words
* Use of statistics – authentic?
* Use of persuasive language techniques
* Control over spelling, punctuation and word choice for effect

**Design:*** Sub headings clearly signpost the information
* Readable font and text colours
* Relevant images
* Engaging images and layout
* Use of graphs, charts, links, etc

**Referencing:*** Use appropriate Harvard referencing system to cite research provided in your website
* Links to other sites where the reader can find out more information.
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| **Method of Submission:** | The students will need to publish their website via Weebly.Each teacher will open the website using the set URL and mark  |
| **Content Descriptors:**  | ACELA1543, ACELT1628, ACELY1732, ACELY1733, ACELY1735, ACELY1736, ACELY1810Please see the website below for further detail: <http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1#level8> |
| *Please note that this assessment is covered by the SSS Assessment Policy and all late submissions, without prior arrangement, will be penalised.*  |

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| **STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Year 8, 2016, Task 4: Expository Writing Marking Grid** |
|  | **Excellent****10 - 9** | **High****8 -7** | **Satisfactory** **6 - 5** | **Low****4 - 3** | **Limited****2 - 0** |
| **Ideas and Content:** | Writing is clear, coherent and focused shows awareness of audience. Thesis is attention grabbing and states the purpose for writing with sophistication clearly and thoroughly. Main ideas are supported by relevant facts, details and thorough explanations, demonstrating deep understanding of expository writing.  | Writing is mostly clear, focused and shows awareness of audience. Thesis is fairly attention grabbing; purpose is clear. Main ideas are mostly supported by relevant facts, details, and explanations, demonstrating a general understanding of expository writing. | Writing is adequately clear, though unfocused and shows little awareness of audience. Opening lacks engagement. Thesis and purpose are not completely clear; explanation is not completely clear or thorough and demonstrates an adequate understanding of expository writing. | Writing is somewhat incoherent and unfocused with little, or no, awareness of audience. Little or no clear thesis or purpose. Main ideas are unsupported. Little or no explanation is provided, demonstrating limited understanding of expository writing.  | Writing is incoherent, and unfocused with no awareness of audience. No clear thesis or purpose. Main ideas are unsupported. Little, or no, explanation is provided, demonstrating limited understanding of expository writing. |
|  | **Excellent****10 - 9** | **High****8 -7** | **Satisfactory** **6 - 5** | **Low****4 - 3** | **Limited****2 - 0** |
| **Organisation:** | Extremely well organised, using patterns such as compare/contrast and order of importance throughout text. Writing clearly progresses through an introduction, supportive paragraphs and a strong conclusion. | Effective organisation, mostly using patterns such as compare/contrast and ordering of importance throughout text. Writing mostly progresses through an introduction, supportive paragraphs and a sound conclusion. | Adequate organisation, at times using patterns such as compare/contrast and ordering of importance throughout text. Writing adequately progresses through an introduction, supportive paragraphs and a conclusion. | Limited organisation. Limited use of patterns such as compare/contrast and inconsistent ordering of importance throughout text. Limited progression through an introduction, supportive paragraphs and a conclusion. | Limited or no organisation. Limited or no use of patterns such as compare/contrast and ordering of importance throughout text. Limited or no progression through an introduction, supportive paragraphs and a conclusion. |
| **Graphic and Images:** | All of the images are appropriate to the topic, thoughtful, visually captivating and show a unique perspective of the topic.   | Most of the images are appropriate to the topic, thoughtful, visually captivating and show a unique perspective of the topic.  | Adequate selection of images that are fairly appropriate to the topic, shows some thought, some visual relevance and shows some perspectives of the topic.  | Limited selection of images that have a limited appropriateness to the topic. Shows limited thought, limited visual relevance, and limited perspectives of the topic.  | Limited or no selection of images that have a limited or no appropriateness to the topic. Shows limited or no thought, limited or no visual relevance, and limited or no perspectives of the topic.  |
| **Word Choice:** | Author always chooses precise, colourful words and uses them correctly. Concise wording with precision. Word choice shows awareness of audience.  | Author mostly chooses precise, colourful words. Mostly concise wording with precision. Word choice shows some awareness of audience.  | Some generalized words. Sometimes concise. Some deliberate wording. Word choice shows limited awareness of audience. | Author chooses general, rather than precise, words. Limited use of concise wording, with limited precision. Word choice shows limited or no awareness of audience. | Limited or no use of concise wording with limited or no precision. Word choice shows no awareness of audience. |
|  | **Excellent****10 - 9** | **High****8 -7** | **Satisfactory** **6 - 5** | **Low****4 - 3** | **Limited****2 - 0** |
| **Sentence Fluency:** | Writing is consistently fluent, with a variety of sentence structures and openings. Simple, compound and complex sentences are used correctly. Always uses active voice through correct placement of modifiers.  | Writing is mostly fluent, with a variety of sentence structures and openings. Simple, compound and complex sentences are mostly used correctly. Active voice is mostly used through correct placement of modifiers.  | Writing is adequately fluent, with some variety of sentence structures and openings. Sentences structures are somewhat used correctly. Active voice is adequately used through placement of modifiers.  | Writing is fragmented or uses run-on sentences with some complete simple sentences that may contain repetitive openings. Incorrect placement of modifiers without use of active voice.  | Writing is fragmented or uses run-on sentences with some complete simple sentences that contain repetitive openings. Limited or incorrect placement of modifiers without use of active voice. |
| **Conventions:** | Author always uses parts of speech and verb tenses correctly; punctuation of sentences is correct. All proper nouns and initial words in sentences are capitalised. Spelling is correct throughout writing. Quotations, hyphens, dashes, brackets and semicolons are used correctly.  | Author mostly uses parts of speech and verb tenses correctly; punctuation of sentences is mostly correct. Most proper nouns and initial words in sentences are capitalised. Spelling is mostly correct throughout writing. Quotations, hyphens, dashes, brackets and semicolons are mostly used correctly.  | Author demonstrates adequate use of parts of speech and verb tenses correctly; punctuation of sentences is adequately correct. Most proper nouns and initial words in sentences are capitalised. Spelling is adequately correct throughout writing. Quotations, hyphens, dashes, brackets and semicolons are mostly used correctly. | Author demonstrates use of parts of speech and verb tenses incorrectly; punctuation of sentences is frequently incorrect. Limited proper nouns and initial words in sentences are capitalised. Spelling is frequently incorrect throughout writing. Quotations, hyphens, dashes brackets and semicolons are frequently incorrect. |  Author demonstrates use of parts of speech and verb tenses incorrectly; punctuation of sentences is incorrect. Limited or no proper nouns and initial words in sentences are capitalised. Spelling is mostly incorrect throughout writing. Quotations, hyphens, dashes brackets and semicolons are mostly incorrect. |
| **Teacher Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** ***/30*** |