



Warialda High School Assessment Notification

Subject: English
Stage 4 2024

Assessment Task 1 of 4



Due Date:	Friday 29th March 2024, Period 3 In Class	
Unit:	Impactful Characters	
Format:	Portfolio – Informative Poster; Self-Portrait; Reflection; Analytical Paragraph	
Outcomes:	EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
	EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures

This assessment task consists of **five parts**.

Part One: Informative Poster

Create an informative poster explaining: “What is a character?”

Part Two: Self-Portrait

Create a self-portrait which expresses an important part of your personality.
Use visual techniques inspired by the prescribed self-portraits you have explored in class.

Part Three: Reflection

Write a reflection about how you have expressed your personality in your self-portrait.
Explain how you have drawn on one of the self-portraits you have explored in class.
Reflect on the challenges and successes you encountered throughout this process.

Part Four: Analytical Paragraph

You will be given two passages from your prescribed text, *Flowers for Algernon*.
Write an analytical paragraph in answer to the question: “How do these passages show that Charlie is a dynamic character?”

Part Five: Logbook

You will be given a logbook to help you complete this assessment.
Fill out and submit the logbook along with the other elements of the task.

You will be given time and support in class to help you complete these tasks, but you should also work on them at home. You should hand them all in to your class teacher on the due date.

	Marking Criteria
<p style="text-align: center;">A 21 – 25</p>	<ul style="list-style-type: none"> ○ Informative poster: demonstrates an extensive understanding of character; insightfully applies an extensive range of visual devices to compose a sophisticated text; no errors in grammar, spelling, or punctuation. ○ Self-portrait: demonstrates an extensive understanding of prescribed self-portraits; insightfully adapts an extensive range of visual devices to offer a sophisticated perspective of the student’s personality. ○ Reflection: insightfully justifies compositional choices with explicit reference to prescribed self-portraits; offers a sophisticated evaluation of successes and challenges; no errors in grammar, spelling, or punctuation. ○ Analytical paragraph: insightfully analyses the character with explicit reference to prescribed passages; offers a sophisticated thesis in response to the question; no errors in grammar, spelling, or punctuation; sophisticated paragraph structure. ○ Logbook: demonstrates extensive planning; insightfully reflects on the creative process; the logbook is completed with care.
<p style="text-align: center;">B 16 – 20</p>	<ul style="list-style-type: none"> ○ Informative poster: demonstrates a thorough understanding of character; thoughtfully applies a wide range of visual devices to compose an effective text; minimal errors in grammar, spelling, or punctuation. ○ Self-portrait: demonstrates a thorough understanding of prescribed self-portraits; thoughtfully adapts a wide range of visual devices to offer an effective perspective of the student’s personality. ○ Reflection: thoroughly justifies compositional choices with thoughtful reference to prescribed self-portraits; offers an effective evaluation of successes and challenges; minimal errors in grammar, spelling, or punctuation. ○ Analytical paragraph: thoroughly analyses the character with thoughtful reference to prescribed passages; offers an effective thesis in response to the question; minimal errors in grammar, spelling, or punctuation; effective paragraph structure. ○ Logbook: demonstrates thorough planning; thoughtfully reflects on the creative process; the logbook is complete.
<p style="text-align: center;">C 11 – 15</p>	<ul style="list-style-type: none"> ○ Informative poster: demonstrates a sound understanding of character; soundly applies some visual devices to compose an adequate text; some errors in grammar, spelling, or punctuation. ○ Self-portrait: demonstrates a sound understanding of prescribed self-portraits; soundly adapts some visual devices to offer an adequate perspective of the student’s personality. ○ Reflection: soundly describes compositional choices with adequate reference to prescribed self-portraits; offers a sound evaluation of successes and challenges; some errors in grammar, spelling, or punctuation. ○ Analytical paragraph: soundly explores the character with adequate reference to prescribed passages; offers a sound thesis in response to the question; some errors in grammar, spelling, or punctuation; adequate paragraph structure. ○ Logbook: demonstrates sound planning; adequately reflects on the creative process; the logbook is mostly complete.

<p>D 6 – 10</p>	<ul style="list-style-type: none"> ○ Informative poster: demonstrates a basic understanding of character; basically applies a limited range of visual devices to compose a simple text; significant errors in grammar, spelling, or punctuation. ○ Self-portrait: demonstrates a basic understanding of prescribed self-portraits; basically adapts a limited range of visual devices to offer a simple perspective of the student’s personality. ○ Reflection: basically describes compositional choices with limited reference to prescribed self-portraits; offers a basic comment on successes and challenges; significant errors in grammar, spelling, or punctuation. ○ Analytical paragraph: basically explores the character with limited reference to prescribed passages; offers a basic answer in response to the question; significant errors in grammar, spelling, or punctuation; limited paragraph structure. ○ Logbook: demonstrates limited planning; basically reflects on the creative process; the logbook is mostly incomplete.
<p>E 1 – 5</p>	<ul style="list-style-type: none"> ○ Informative poster: demonstrates an elementary understanding of character; applies minimal visual devices to compose a rudimentary text; frequent, significant errors in grammar, spelling, or punctuation. ○ Self-portrait: demonstrates an elementary understanding of prescribed self-portraits; adapts minimal visual devices to offer a rudimentary perspective of the student’s personality. ○ Reflection: elementarily identifies compositional choices with minimal reference to prescribed self-portraits; offers a rudimentary comment on successes and challenges; frequent, significant errors in grammar, spelling, or punctuation. ○ Analytical paragraph: elementarily explores the character with minimal reference to prescribed passages; offers a rudimentary answer to the question; frequent, significant errors in grammar, spelling, or punctuation; unclear paragraph structure. ○ Logbook: demonstrates rudimentary planning; basically reflects on the creative process; a minimal attempt has been made to complete the logbook.
<p>N – 0</p>	<ul style="list-style-type: none"> ○ Informative poster: not submitted. ○ Self-portrait: not submitted. ○ Reflection: not submitted. ○ Analytical paragraph: not submitted. ○ Logbook: not submitted.

What does an “A” look like?

Informative Poster	
Marking Criteria	You need to...
demonstrates an extensive understanding of character	Show that you know what a character is. Include different categories and qualities of characters, with explanations and examples.
insightfully applies an extensive range of visual devices to compose a sophisticated text	Show that you know how to make an effective poster. Use things like colours, symbols, and fonts to make your information appealing and easy to understand.
no errors in grammar, spelling, or punctuation	Show that you can use correct grammar, spelling, and punctuation. Grammar includes things like sentence structure and making sure that subjects agree with verbs. Punctuation includes things like capital letters, apostrophes, full stops, and question marks.

Self-Portrait	
Marking Criteria	You need to...
demonstrates an extensive understanding of prescribed self-portraits	Show that you understand the self-portraits we have studied. Use things like colour, symbolism, or brush strokes in a similar way as those artists.
insightfully adapts an extensive range of visual devices to offer a sophisticated perspective of the student’s personality	Show that you can use visual techniques, like colour, symbolism, or brush strokes, in an original way. Take ideas from the artists we have studied, but adapt these devices to show off your own personality.

Reflection	
Marking Criteria	You need to...
insightfully justifies compositional choices with explicit reference to prescribed self-portraits	Show that you have thought about your artistic choices. Explain how you took the techniques of an artist and used them to show off your personality.
offers a sophisticated evaluation of successes and challenges	Show you have thought about what worked well and what could have gone better. Make a value judgement.
no errors in grammar, spelling, or punctuation	Show that you can use correct grammar, spelling, and punctuation.

Analytical Paragraph	
Marking Criteria	You need to...
insightfully analyses the character with explicit reference to prescribed passages	Show that you understand how the author has created a dynamic character. Use quotes from the passages to contrast differences and changes.
offers a sophisticated thesis in response to the question	Show that you have a strong answer to the question. Answer it directly and stick to this argument.
no errors in grammar, spelling, or punctuation	Show that you can use correct grammar, spelling, and punctuation.
sophisticated paragraph structure	Show that you can use correct paragraph structure. This includes a clear Topic Sentence, relevant Elaboration, well-selected Evidence, effective Analysis which helps build your argument, and a clear Link back to your main argument.

Logbook	
Marking Criteria	You need to...
demonstrates extensive planning	Show that you have done planning before trying to complete your poster, self-portrait, reflection, and paragraph.
insightfully reflects on the creative process	Show that you have considered different options and made careful choices throughout your assessment.
the logbook is completed with care	Show that you have taken the time to complete your logbook properly. Make sure your work is neat and try to use up all the lines given to you rather than rushing your answers.

Part One: Poster

Your goal is to create an **informative** poster explaining: “What is a character?”

An informative text helps the reader learn new things. It provides facts and details about a topic, so people can understand it better. An informative poster shares information through words and pictures.

So, what *is* a character? **Define the term “character” in the space below.**

What makes a character interesting and engaging? Fill out the tables below.

What is a “flat” character?	What is a “round” character?

What is a “static” character?	What is a “dynamic” character?

List some examples of interesting, round, dynamic characters below.

What is a “stereotype”? **Write a definition below.**

List some examples of stereotypical characters below.

What roles do characters play in stories? **Define the terms below.**

Protagonist	Antagonist

Now that you have gathered some information, you need to decide how to present it effectively. You want your reader to understand it easily.

To create an effective informative poster, think about how you can...

- Use text which is informative without being too dense
- Use colour to highlight key information without it being overwhelming
- Use images and symbols to visually convey ideas
- Use text, colour, and contrast to make sure your writing is readable

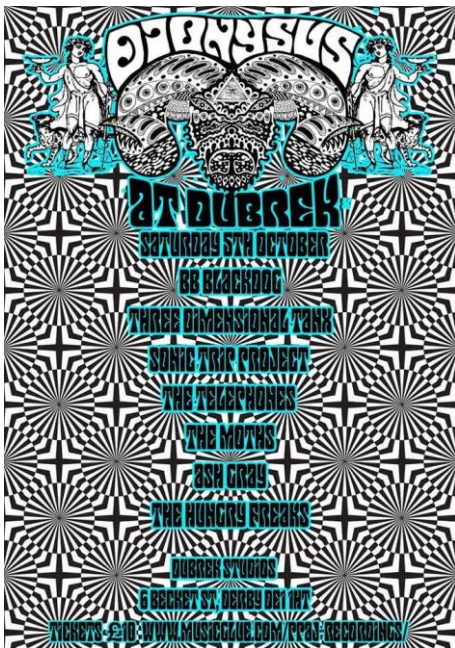
On the following page, read about some examples of what NOT to do.

Things to Avoid

Make sure you try your best to avoid these mistakes in your informative poster!



← This poster has too much writing! It's too small to read or understand properly.



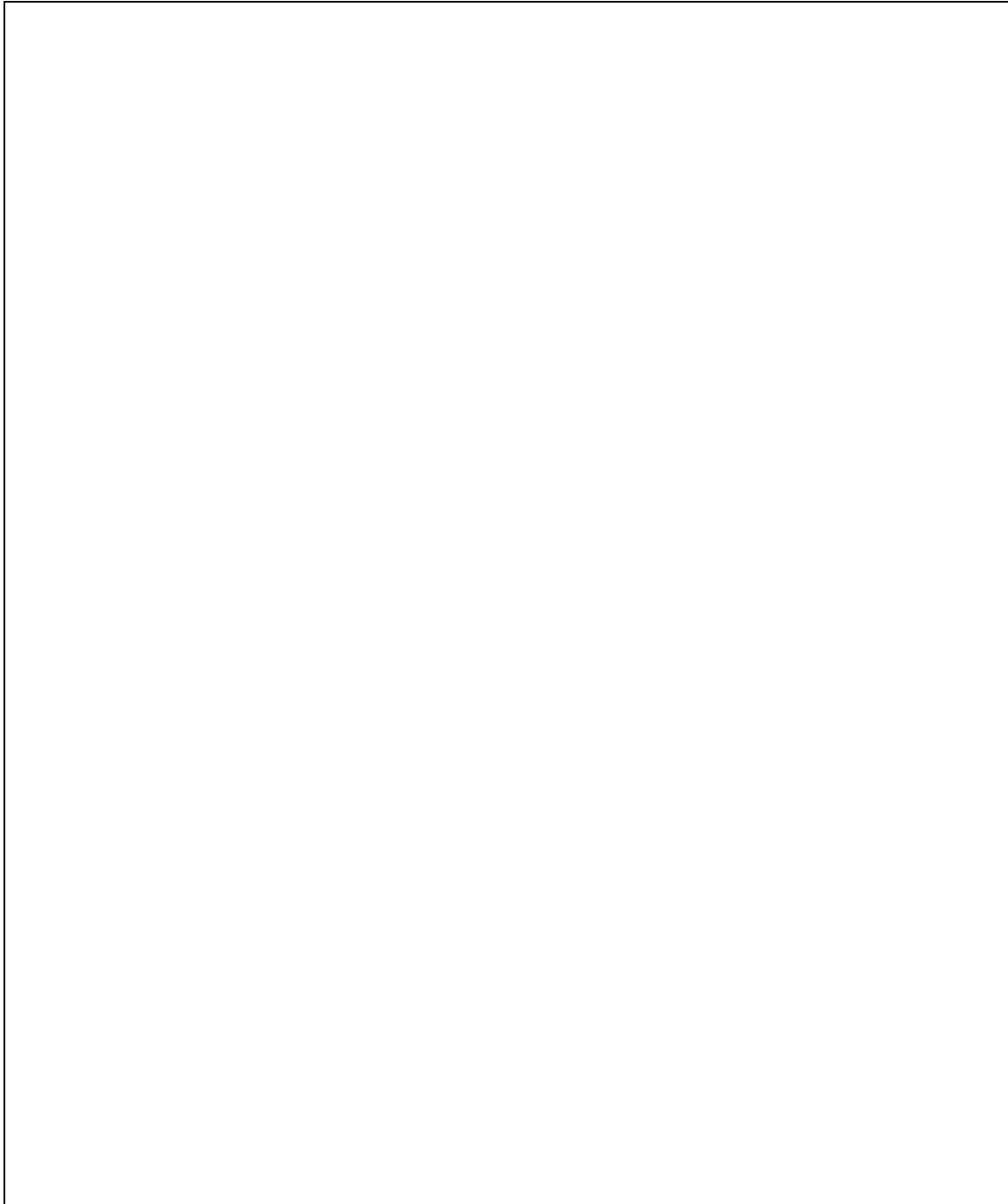
← This background hurts my brain! The colours clash and you can't read the text.

The colours → and symbols in this poster clash. There is too much going on all at once.



← My eyes are being attacked by all the colours in this image! It is not easy to read the text on these backgrounds. The fonts are difficult to make out.

In the space provided below, sketch out your poster. This is just a rough draft so that you can make adjustments and plan things out before adding details.



Now you're ready to create your poster! Make sure you include:

- Information to answer the question: "What is a character?"
- Explanations of different types of characters
- Examples of what makes an engaging character
- Visual elements, like colours and symbols
- Correct grammar, spelling, and punctuation

Part Two: Self-Portrait

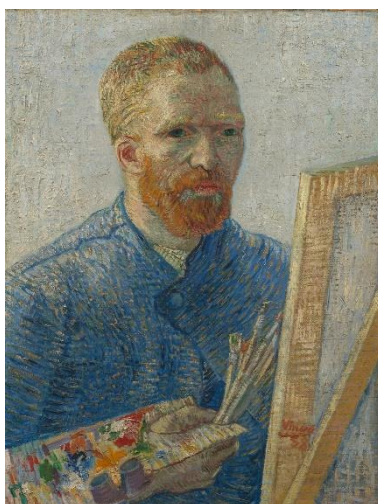
Your goal is to create a self-portrait which expresses an important element of your personality. You also need to draw on at least one of the self-portraits we have looked at in class.

The self-portraits we have looked at in class include:

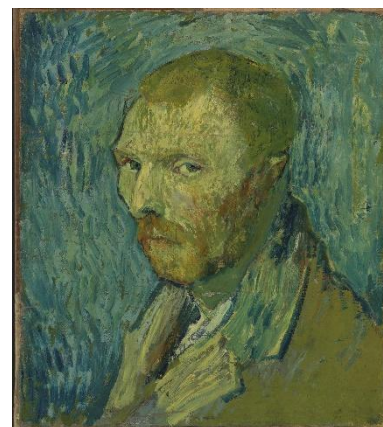
Vincent van Gogh



Self-Portrait with Dark Felt Hat at the Easel, 1886

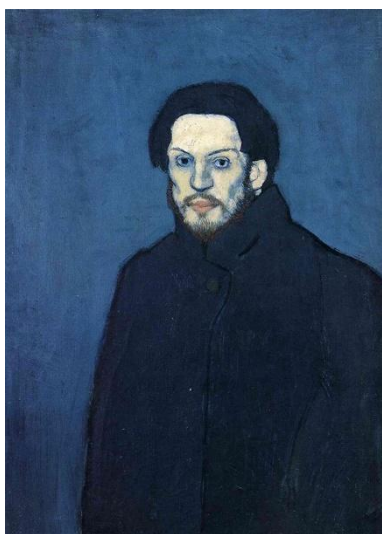


Self-Portrait as a Painter, 1888



The Oslo Self-Portrait, 1889

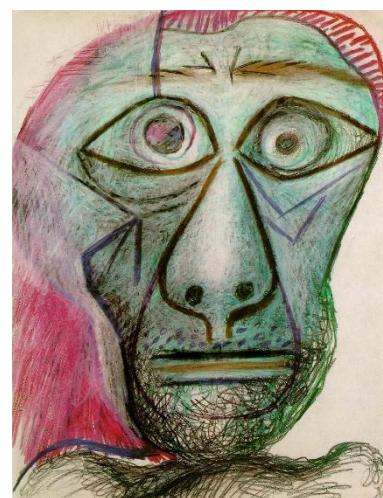
Pablo Picasso



Self-Portrait, 1901



Self-portrait with Palette, 1906



Self Portrait Facing Death, 1972

Frida Kahlo



The Two Fridas, 1939



Self Portrait with Cropped Hair, 1940



Self-portrait on the Borderline Between Mexico and the United States, 1932

Select a self-portrait that effectively expresses its creator's personality. **Write your selection in the space provided.**

What does the painting express about its creator's personality? **Tick one of the boxes below and explain your answer in the space provided.**

This painting effectively expresses the creator's...

- Emotions
- Struggles
- Passions
- Relationships
- Beliefs
- Identity

How does this painting express this aspect of its creator's personality? **Tick at least one of the boxes below and explain your answer in the space provided.**

In order to express its creator's personality, this painting uses the technique...

- Colour
- Body Language
- Brush Strokes
- Symbolism
- Text
- Costuming
- Surreal Elements
- Contrast
- Gaze

For example: Picasso's 1901 "Self-Portrait" expresses his **emotions** (sadness after the loss of his friend) using the technique of **colour** (black and blue).

What is one extremely important part of your personality? For example...

- a hobby or passion
- a belief that is important to you
- your emotional state
- your outlook on life
- an aspect of your culture
- a close relationship
- your temperament
- your dreams for the future

Write your answer in the space provided.

Remember the visual technique you identified on the previous page? Now you are going to use this same technique to illustrate this aspect of your personality.

For example:

The Artist	The Technique	to show	Personality
Frida Kahlo uses	symbolism (Mexican flag)	to show	her culture.
Now I am going to use	symbolism (footy jersey)	to show	my love of sport.

Complete the following sentences, just like the table above.

You need to put together **the artist**, **the technique**, and the aspect of their **personality** that is being expressed.

uses to show

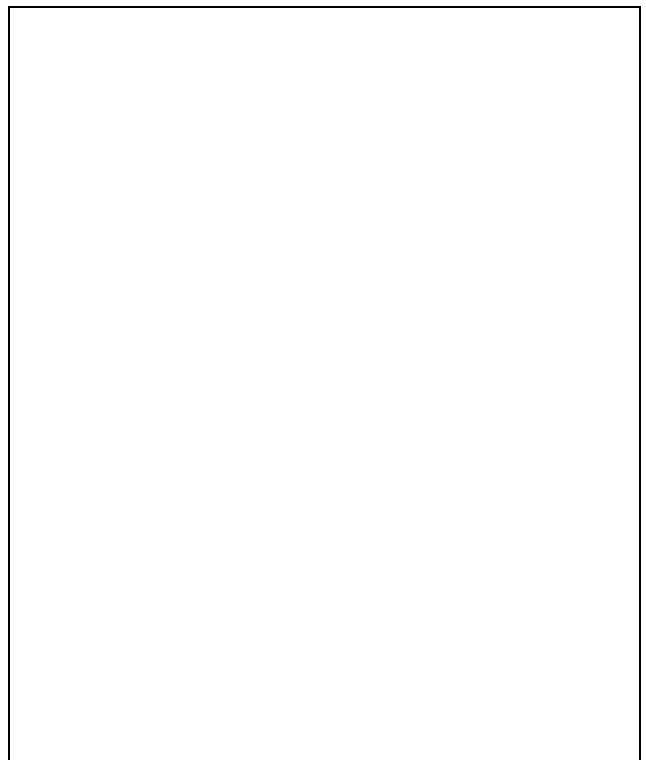
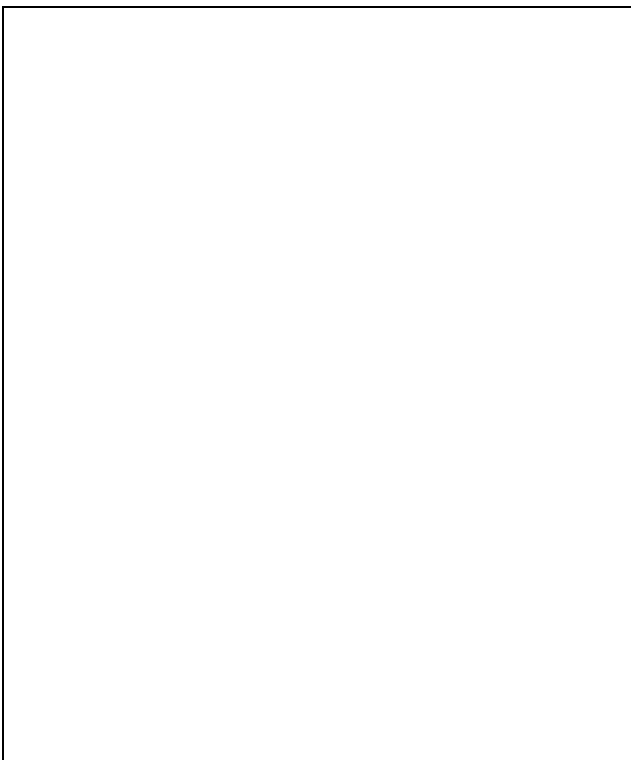
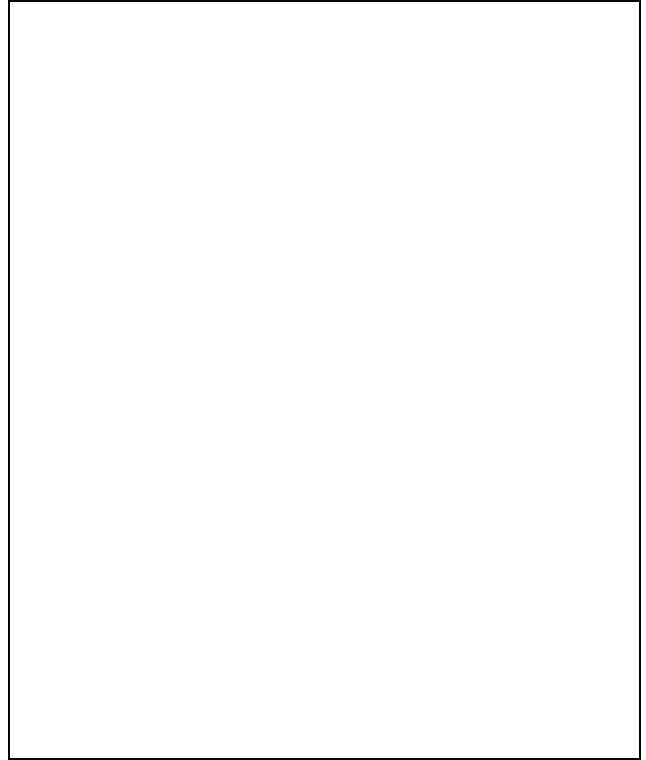
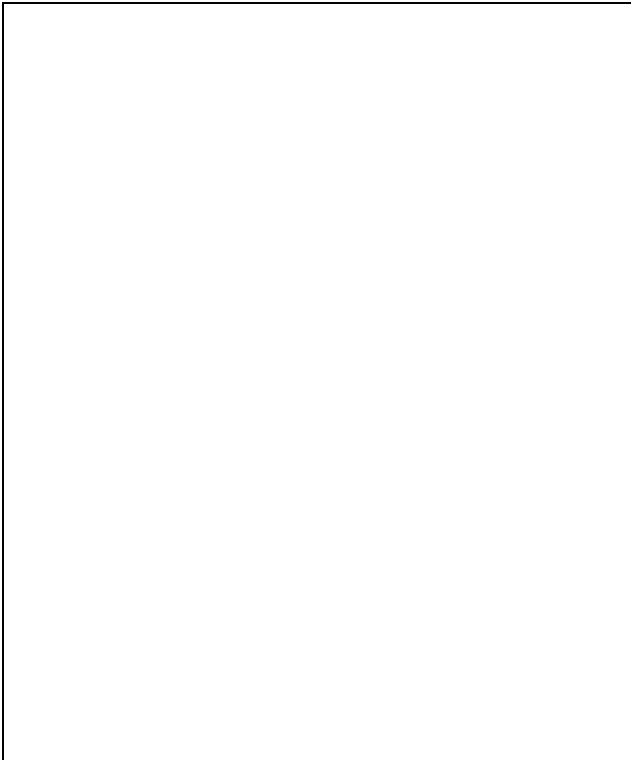
Now I am going to use to show

Plan out the following aspects of your self-portrait. Try to use each of these techniques to show off your personality and who you are as a person.

Colour	The colours used. They may be cold or warm, dark or light.
Body Language	Your body posture. The way you are sitting, standing, or gesturing.
Brush Strokes	The texture of your colouring. It can be smooth or rough and chaotic.
Text	The words that are written or printed in an image.

Costuming	The clothes that you are wearing in an image.
Contrast	When contrast is created between elements in an image.
Symbolism	When an object holds deeper meaning or significance.
Surreal Elements	Elements of an image that are strange, dream-like, and not realistic.

In the space provided below, sketch out some different ideas for your self-portrait. These are just rough drafts so that you can make adjustments and plan things out before adding details.



Now you're ready to create your self-portrait! Make sure you use visual techniques to show off the important aspects of your personality.

Part Three: Reflection

Your goal is to reflect on the self-portrait you have created. You need to...

- Justify how you have expressed your personality.
- Explain how you have drawn on one of the self-portraits explored in class.
- Discuss the challenges and successes you encountered in this process.
- Make a judgement about the effectiveness of your creative process.

Answer the following questions to help you write your reflection.

How have you used visual techniques (e.g. colour, symbolism, or costuming) to express your personality?

How have you drawn on the techniques used in one of the self-portraits we explored in class? (e.g. Picasso's colours, Kahlo's symbolism, or van Gogh's brush strokes)

What did you find challenging about this process? Were there any problems or limitations that you encountered? How did you try to fix them?

Part Four: Analytical Paragraph

Your goal is to write an **analytical** paragraph in response to the question: “How do these passages show that Charlie is a dynamic character?”

Analysis involves looking closely at something (in this case, a text), breaking down important elements, and making sense of how they fit together to create meaning.

Read the following passages from *Flowers for Algernon*. As you do so, look for important differences. These could include differences in:

- Spelling
- Perspective
- Use of figurative language (similes and metaphors)
- Grammar
- Vocabulary
- Expression
- Sentence structure

Highlight and annotate (label) these differences in the space provided. This will help you find evidence for your paragraph.

1. Before the operashun

Mar 20 We had a lot of fun at the factory today. Joe Carp said hey look where Charlie had his operashun what did they do Charlie put some brains in. I was going to tell him but I remembered Dr Strauss said no. Then Frank Reilly said what did you do Charlie forget your key and open your door the hard way. That made me laff. Their really my friends and they like me.

Sometimes somebody will say hey look at Joe or Frank or George he really pulled a Charlie Gordon. I dont know why they say that but they always laff. This morning Amos Borg who is the 4 man at Donnigans used my name when he shouted at Ernie the office boy. Ernie lost a packige. He said Ernie for god sake what are you trying to be a Charlie Gordon. I dont understand why he said that. I never lost any packiges.

2. After the operation

May 20 How strange it is that people of honest feelings and sensibility, who would not take advantage of a man born without arms or legs or eyes – how such people think nothing of abusing a man born with low intelligence. It infuriated me to think that not too long ago I, like this boy, had foolishly played the clown.

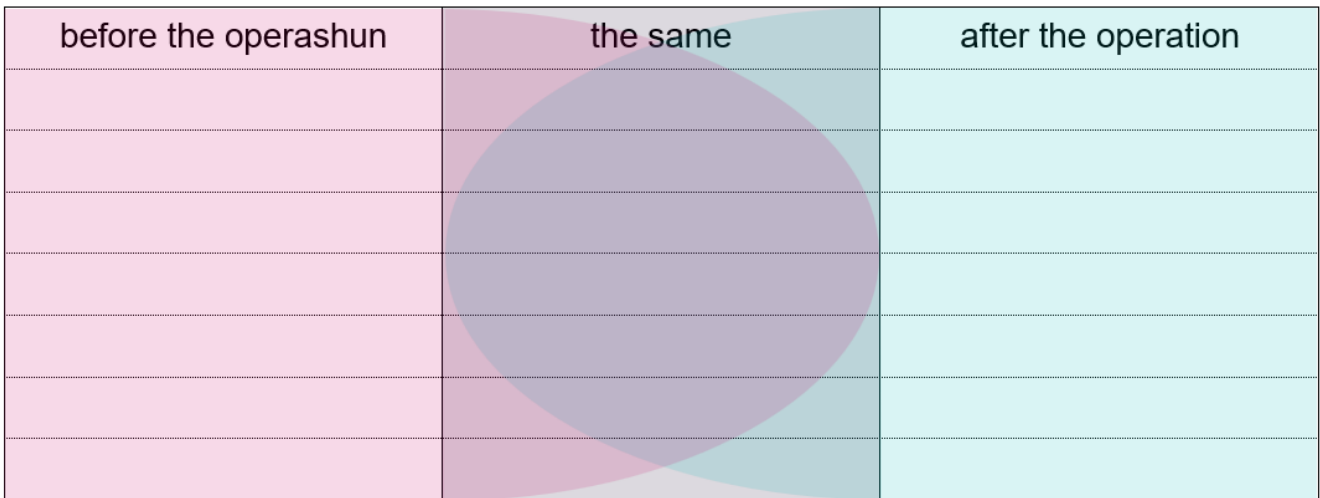
I'd hidden the picture of the old Charlie Gordon from myself because now that I was intelligent it was something that had to be pushed out of my mind. But today in looking at that boy, for the first time I saw what I had been. *I was just like him!*

Only a short time ago, I learned that people laughed at me. Now I can see that unknowingly I joined with them in laughing at myself. That hurts most of all.

I have often reread my progress reports and seen the illiteracy, the childish naivete, the mind of low intelligence peering from a dark room, through the keyhole, at the dazzling light outside. I see that even in my dullness I knew that I was inferior, and that other people had something I lacked – something denied me. In my mental blindness, I thought that it was somehow connected with the ability to read and write, and I was sure that if I could get those skills I would automatically have intelligence too.

Even a feeble-minded man wants to be like other men.

Complete the Venn Diagram. What is the same about Charlie in both passages? How has he changed between them?



You need to use this information to write a TEEAL Paragraph answering the question: “How do these passages show that Charlie is a dynamic character?”

You can use the following structure to help you.

Topic Sentence	Your topic sentence introduces the main idea of your paragraph. You should try to provide a direct answer to the question.
Elaboration	This is where you expand on your main idea. You could add context, such as briefly explaining who Charlie is. You could also include definitions, for example, explaining what “dynamic” means.
Evidence	This is where you present evidence to support the answer put forward in your topic sentence. In English, you can use examples or quotes from a text as your evidence. Which differences did you highlight?
Analysis	After presenting evidence, you need to explain how it supports your main idea. How does this prove that Charlie is a dynamic character?
Link	The final sentence of the paragraph connects back to the overall argument you presented in your first sentence.

Once you have written a draft of your analytical paragraph, re-read it carefully. Look out for the things on the following list, and tick off anything that needs to be corrected.

- Capital letters for proper nouns and beginning sentences
- Possessive apostrophes to show ownership
- Omissive apostrophes to show contractions
- Use of quotation marks for dialogue
- There / Their / They're used correctly
- Avoiding unnecessary repetition
- Sentences structured correctly
- Pluralisation done correctly
- Logical TEEAL structure
- Subject-verb agreement
- Clear argument
- Correct spelling

These grammatical rules are explained below to help you correct any errors:

Capital Letters	Capital letters are used for proper nouns and at the beginning of sentences. For example: <ul style="list-style-type: none">● Proper noun: I went to the store to buy apples with Mary.● Beginning of sentence: The sun was shining in the sky.
Possessive apostrophes	Possessive apostrophes are used to show ownership. They are placed before the "s" when referring to a singular noun, and after the "s" when referring to a plural noun. For example: <ul style="list-style-type: none">● Singular: The dog's bone was buried in the backyard.● Plural: Both shoes' laces were untied.

<p>Omissive apostrophes</p>	<p>Omissive apostrophes are used to indicate contractions, where two words are combined into one. The apostrophe takes the place of the omitted letters. For example:</p> <ul style="list-style-type: none"> ● I am → I'm ● They will → They'll
<p>Quotation marks</p>	<p>Quotation marks are used to indicate when someone is speaking or when a direct quote is being used. For example:</p> <ul style="list-style-type: none"> ● She said, "I love chocolate cake." ● He wrote, "To be or not to be, that is the question."
<p>There, Their, They're</p>	<p>There refers to a place, their refers to possession, and they're is a contraction of "they are." For example:</p> <ul style="list-style-type: none"> ● There: The book is over there on the table. ● Their: The students forgot their homework at home. ● They're: They're going to the movies tonight.
<p>Sentence Structure</p>	<p>Sentences should include a subject, verb, and object to avoid sentence fragments. For example:</p> <ul style="list-style-type: none"> ● Incorrect: Running through the park when it's quiet. ● Correct: I love running through the park when it's quiet.
<p>Pluralisation</p>	<p>Pluralisation is the process of making a noun plural, which is usually done by adding an "s" at the end of the word. However, there are some exceptions to this rule. For example:</p> <ul style="list-style-type: none"> ● -es plural: The potatoes were peeled. ● -ies plural: They were turned into fries. ● -i plural: They ate fungi on their pizza. ● -ves plural: They cut the cheese with knives. ● irregular plural: The mice ate the cheese.
<p>Subject-verb agreement</p>	<p>The subject of a sentence should agree with the verb, which means that if the subject is singular, the verb should be singular, and if the subject is plural, the verb should be plural. For example:</p> <ul style="list-style-type: none"> ● Singular: The dog runs in the park. ● Plural: The dogs run in the park.