ENGLISH COMMUNICATION
YEAR 11
(Formative Task)

TASK 3 – DIARY ENTRY
“ Australians at War” Unit

OVERVIEW
During this unit of work, we have watched the movie “Gallipoli” in order to gain an understanding of the life of a soldier during World War One. You have also engaged with samples of diary entries from past Australian soldiers and your participation in class discussions about the film has enabled you to consider what life was like for an Australian soldier during that time.

TASK
In order to demonstrate your understanding of life as an Australian soldier, you must write several diary entries exploring this theme. Your diary entries should reflect the feelings of the soldier and the conditions in which that soldier had to live.

You are encouraged to present the work in a realistic manner (so that the diary may look like it was actually found in the trenches of Gallipoli). You will also need to submit a hardcopy of the diary.

AUDIENCE
Family members, fellow soldiers

PRESENTATION
Typed or hand written on A4 paper

CONDITIONS
LENGTH: 500 words
DATE GIVEN: ......................................
DRAFT DUE: ......................................
FINAL COPY DUE (including Student Cafe by 4pm): ......................................
HOME AND CLASS TIME WILL BE USED
**TASK SPECIFICS:**

To complete this task you will need to:

1. Watch the movie, ‘Gallipoli’ and involve yourself in the class discussions that follow.

2. Consider what daily life would be like for an Australian soldier in 1915.

3. Read actual diary entries, written by Australian and New Zealand soldiers from the trenches of Gallipoli.

4. Write several diary entries from the point of view of an Australian soldier. Use the worksheet given to you in class to help you plan and write your work.

5. Hand in a hard copy of your draft for teacher feedback.

6. Using the feedback received, rewrite your final submission.

7. Present the diary in a realistic manner so that it looks like it may have been actually found in the trenches of Gallipoli. You could use coffee to stain the pages, have torn edges, use coloured paper, handwrite the entries in cursive handwriting, etc. Use your imagination!

8. Submit both the typed copy and the realistic copy of your diary entry to your teacher for assessment. Attach your draft and Task Sheet to the paper copy. You also need to upload your assessment to Student Cafe.
<table>
<thead>
<tr>
<th>CRITERION</th>
<th>STANDARD VHA</th>
<th>STANDARD HA</th>
<th>STANDARD SA</th>
<th>STANDARD LA</th>
<th>STANDARD VLA</th>
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<tbody>
<tr>
<td><strong>1. Knowledge of Contextual Factors</strong></td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *Consistently using patterns and conventions of genres to achieve particular purposes *Selecting and synthesising relevant subject matter *Controlling appropriate roles and relationships</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *Using patterns and conventions of genres to achieve particular purposes *Selecting sufficient relevant subject matter *Using appropriate roles and relationships</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *In the main, using patterns and conventions of genres to achieve particular purposes *Selecting relevant subject matter *In the main, using appropriate roles and relationships</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *Unevenly using patterns and conventions of genres to achieve some purposes *Selecting some relevant subject matter *Sometimes using appropriate roles and relationships</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *Using some conventions of genres *Selecting some subject matter *Occasionally using appropriate roles and relationships</td>
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<td><strong>2. Knowledge of Textual Features</strong></td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *Consistently sequencing &amp; organizing subject matter *Consistently using cohesive ties to link ideas *Using a range of suitable vocabulary *Controlling most clause and sentence structures *Maintaining control of paragraphing and most punctuation *Controlling conventional spelling *Controlling visual features to make meaning in layout or presentation of texts</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *Sequencing &amp; organizing subject matter *Usually linking ideas with cohesive ties *Using suitable vocabulary *Generally maintaining control of most clause and sentence structures *Generally maintaining control of paragraphing and most punctuation *Generally controlling conventional spelling *Using, with some success, visual features to make meaning in layout or presentation of texts</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *In the main, sequencing &amp; organizing subject matter *Sometimes linking ideas with cohesive ties *In the main, using suitable vocabulary *Using clause and sentence structures with occasional lapses in accuracy *In the main controlling paragraphing and most punctuation *Using conventional spelling with some lapses *Using visual features that in the main contribute to the layout or presentation of texts</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *Unevenly sequencing &amp; organizing subject matter *Linking some ideas with conjunctions *Using basic vocabulary *Using some clause and sentence structures, with frequent lapses *Using some punctuation though not paragraphing *Sometimes using conventional spelling *Using some visual features</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *Linking some ideas with conjunctions *Using a narrow range of basic vocabulary *Using a narrow range of clause and sentence structures, with frequent lapses that impede understanding *Using some punctuation *Infrequently using conventional spelling so that understanding is impeded</td>
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<td><strong>3. Knowledge &amp; understanding of Texts</strong></td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Explaining or purposefully shaping an accurate representations of people, places, events &amp; concepts in texts *Explaining or effectively using cultural assumptions, attitudes, values &amp; beliefs in texts *Making language choices to invite readers to take up positions in relation to texts</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Describing or shaping representations of people, places, events &amp; concepts in texts *Describing or using cultural assumptions, attitudes, values &amp; beliefs in texts *Making language choices that generally invite readers to take up positions in relation to texts</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Identifying or unevenly shaping a representation of people, places, events &amp; concepts in texts *Identifying or using cultural assumptions, attitudes, values &amp; beliefs in texts *Making language choices that sometimes invite readers to take up positions in relation to texts</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Sometimes identifying or shaping representations of people, places, events &amp; concepts in texts *Sometimes identifying or using cultural assumptions, attitudes, values &amp; beliefs in texts</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Occasionally recognizing or shaping representations of people, places, events &amp; concepts in texts *Occasionally identifying some attitudes &amp; beliefs in texts</td>
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