

Lest We Forget The Images of War | Years 5 and 6

Resources to mark the 100th Anniversary of the ANZAC Landings at Gallipoli

Assessment task rubric

Criteria	Working towards 1	Achieved 2	Working beyond 3
Planning	Planning incomplete, minimal and/or unclear.	Planning demonstrates development of ideas in each section and links to prior knowledge. May demonstrate some further research.	Planning demonstrates thoughtful development of ideas in each section and links to prior knowledge. Significant further research undertaken to help develop action, setting and/or characters.
Written imagery	Some attempt at written imagery (e.g. basic alliteration). AND/OR Imagery may be incorrectly used (e.g. as quiet as thunder). AND/OR Imagery may be overdone (i.e. purple prose)	At least two types of written imagery correctly included. Imagery links to basic theme of war and supports the reader to develop a mental picture.	More than two types of written imagery correctly included. Imagery is sophisticated, perhaps understated, and highly effective, appealing to the senses and supporting the reader to build a strong mental picture.
Visual imagery	Some attempt at visual imagery (i.e. that moves beyond a photograph). AND/OR Visual imagery does not match the basic theme of war. AND/OR Visual imagery does not work cohesively with written imagery.	At least one type of low modality image which supports the viewer to build a mental picture when combined with written imagery. Visual imagery links to basic theme of war and adds to/enhances written imagery.	More than one type of low modality image created in different media. Visual imagery is sophisticated, perhaps understated, and highly effective, appealing to the senses and supporting the reader to build a strong mental picture. When combined with written imagery, visual imagery creates a deeper level of meaning in the text.
Design and layout	Design not evident AND/OR Design inconsistent / visually unattractive AND/OR Design inhibits comprehension (e.g. unclear text or image).	Text and image are well placed and readable. Design and layout are visually attractive and demonstrate prior planning (e.g. clear evidence of planned reading path).	Text and image are well placed and readable with a high level of execution and attention to detail. Design and layout are visually attractive and/or arresting and demonstrate a high level of prior planning (e.g. clear evidence of planned reading path).
Explanation of imagery	Unable to explain own use of written and/or visual imagery AND/OR Difficulty explaining visual devices employed in own work either in annotation or in table AND/OR Difficulty explaining overall intention of piece of work	Explains own use of written and visual imagery using prompts provided. Image is annotated to demonstrate a developing knowledge of visual devices. Clear explanation of overall intention of piece of work.	Sophisticated explanation of own use of written and visual imagery using prompts provided. Image is annotated to demonstrate a strong knowledge of visual devices. Thoughtful and deep explanation of overall intention of piece of work.
Creativity and critical thinking	High level of support was required to work through the planning, writing, design and production process. AND/OR Was unable to generate own ideas and solve problems. AND/OR Majority of written and visual text copies the work of another author.	Piece of work produced independently or in a small group without teacher intervention. Was able to generate own ideas and solve problems independently. Some evidence of original ideas in work.	Piece of work produced independently. Was able to generate own ideas and solve problems independently to a high level. Work is original and thought provoking.