Year 8 English

‘Common Module: Change’ Assessment Task 2024

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| **TOPIC**: **Common Module: Change** | **MARKS: /20** |
| **SUBMISSION REQUIREMENTS:** To be complete in an English class allocated by your teacher  **DUE DATE:** Term 1 Week 11  **DATE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **DAY:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **PERIOD:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  If you are absent on the due date of the task you must be prepared to complete it during the next English lesson you attend school. |
| **OUTCOMES TO BE ASSESSED:**  EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and **compose** texts  EN4-6C **identifies** and **explains** connections between and among texts  EN4-7D **demonstrates** understanding of how texts can express aspects of their broadening world and their relationships within it  EN4-9E **uses**, reflects on and assesses their individual and collaborative skills for learning | |
| **DIRECTIONAL VERBS:**  **Compose -** Write or create a text  **Demonstrate -** Show by example  **Explain -** Relate cause and effect; make the relationships between things evident; provide why and/or how  **Identify -** Recognise and name  **Use** - Employ | |
| **TASK DESCRIPTION:**  Students will **compose** a reflection to accompany their additional scene of a play studied in class, **explaining** how it demonstrates their understanding of change and its impact on the chosen character’s development.  Students will have **forty** (40) minutes to complete their reflection. | |
| **ASSESSMENT CRITERIA:**  In your scene reflection you should:   * **Identify** where your scene is located within the original text. * **Explain** how your additional scene explores one character's change in behaviour in response to an event which occurs in the play. * **Use** examples from the original play (set text) and your own additional scene to demonstrate your ideas/explanation. * Should be approximately 1-1.5 pages in length | |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **Reflection** | **Mark** | **Grade** |
| Students **compose** a highly effective reflection by **identifying** and **explaining** in detail the connections between the play studied in class and their own additional scene. In doing this, students clearly **explain** how their additional scene demonstrates specific understanding of change through the developmentof character and **uses** a range of specific textual examples to support their ideas. | 17-20 | A |
| Students **compose** an effective reflection by **identifying** and **explaining** connections between the play studied in class and their own additional scene. In doing this, students **explains** how their additional scene demonstrates a thorough understanding of change through the development of character and **uses** textual examples to support their ideas. | 13-16 | B |
| Students **compose** a satisfactory reflection, making some connections between the play studied in class and their own additional scene. In doing this, students **explain** how their additional scene demonstrates understanding of change through the development of character but **uses** some textual examples to support their ideas. | 9-12 | C |
| Students **compose** a basic reflection, making a few connections between the play studied in class and their own scene. Students have attempted to **explain** how their additional scene demonstrates change without drawing on any specific textual examples to support their ideas. | 5-8 | D |
| Students **compose** a limited reflection with little connection between the play studied in class and their own scene. Students make little attempt to **explain** how their additional scene demonstrates change. Students have made little attempt to demonstrate their understanding of change through the development of a character. | 1-4 | E |

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| **Areas for development:**   |  |  | | --- | --- | | * Playscript conventions, forms and features | * Characterisation | | * Sentence structure | * Playscript style | | * Spelling | * Module understanding (Change) | | * Reflective writing skills | * Language appropriate to tone and register | |

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