



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 3– Year 10 English

Course:	English	Year:	10
Topic:	Page to Film		
Assessment Name:	Exposition Essay		
DATE DUE:		Total Mark/Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Develop clear thesis</i> <input type="checkbox"/> <i>Improve Points/Arguments to support thesis</i> <input type="checkbox"/> <i>Complete scaffold</i> <input type="checkbox"/> <i>Find textual evidence to support Points</i>		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:

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Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	Adaptations of stories can enhance understanding of the original story and add a new dimension.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Knowledge of essay structure • Ability to write PETAL paragraphs • Use of textual evidence to support arguments • Understanding of language techniques/film techniques and their effects • Spelling, punctuation and grammar
Task Requirements:	<p>You will compose an exposition essay using the novel and film adaptation you have examined. The topic for the essay is:</p> <p style="text-align: center;">The adaptation of a novel into a film enhances understanding of the original text and can add a new dimension to it.</p> <p style="text-align: center;">In your response, you must refer to both the novel and film and how meaning is conveyed.</p> <p>You will have ONE (1) period to compose your essay. You may take the attached pink scaffold into the period in which you compose your response. You will have time in class to work on your scaffold.</p> <p>On this scaffold you may PLAN your response and include quotes from the novel and film that you wish to use in your response. You may only use the space inside the border to plan. You cannot use the space outside the border or the back of the paper and cannot have additional lines.</p> <p>The scaffold must be attached to your response. Students may not borrow or use another student's scaffold.</p>
Syllabus Outcomes:	<p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-6C investigates the relationships between and among texts</p> <p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p> <hr/> <p>All English assessment tasks are due at the beginning of the English period on the due date. Students are responsible for ensuring that the task is ready to be submitted and/or completed at the beginning of the period. Students are strongly advised to hand write or print the task (where applicable) the day before the task is due. Students are strongly advised to email their teacher a copy of any task with an ICT component (where applicable) the day before the task is due. A transcript of any oral presentation must be submitted on the due date at the beginning of the English period.</p> <p>Tasks will not be accepted without a completed Cover Sheet attached.</p> <p>Any student who is absent from the English period on the due date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and task must be submitted to the Head Teacher of English on the first day back from absence and the student must complete the task as directed.</p>

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *ENGLISH* is _____

Learning in *ENGLISH* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Composes an exposition essay demonstrating understanding that a film adaptation of a novel can enhance understanding of the original text and add a new dimension					
Literacy / Numeracy skills assessed	Formal/sophisticated language					
	Language and film techniques and textual evidence					
	Spelling, punctuation, paragraphs and grammar					
Processes	Plans response using scaffold					
Demonstrates Skills	Composes an exposition essay using structural conventions, including the PEEL process in each paragraph					
	Composes an exposition essay using language conventions					
Knowledge						
Understanding	Uses textual evidence, including techniques, from the novel and film examined in class					

Explanation of Marking Criteria

A 25, 24, 23, 22, 21	<i>A student in this grade:</i> <ul style="list-style-type: none"> Composes an insightful exposition essay that demonstrates understanding of the original text and how the film adaptation can add a new dimension Constructs a highly developed scaffold Composes an exposition essay that uses structure with outstanding skill and flair Uses highly developed language Insightfully incorporates textual evidence, including techniques, from the novel and film Uses highly developed spelling, punctuation, paragraphs and grammar
B 20, 19, 18, 17, 16	<i>A student in this grade:</i> <ul style="list-style-type: none"> Composes an effective exposition essay that demonstrates understanding of the original text and how the film adaptation can add a new dimension Constructs a well-developed scaffold Composes an exposition essay that uses structure with sustained skill and flair Uses well-developed language Effectively incorporates textual evidence, including techniques, from the novel and film

	<ul style="list-style-type: none"> • Uses well-developed spelling, punctuation, paragraphs and grammar
C 15, 14, 13, 12, 11	<p><i>A student in this grade:</i></p> <ul style="list-style-type: none"> • Composes a sound exposition essay that demonstrates understanding of the original text and how the film adaptation can add a new dimension • Constructs a developed scaffold • Composes an exposition essay that uses structure with some flair • Uses developed language • Competently incorporates textual evidence, including techniques, from the novel and film • Uses developed spelling, punctuation, paragraphs and grammar
D 10, 9, 8, 7, 6	<p><i>A student in this grade:</i></p> <ul style="list-style-type: none"> • Composes an inconsistent exposition essay that demonstrates understanding of the original text and how the film adaptation can add a new dimension • Constructs a developing scaffold • Composes an exposition essay that uses some structural conventions • Uses developing language • Inconsistently incorporates textual evidence, including techniques, from the novel and film • Uses developing spelling, punctuation, paragraphs and grammar
E 5, 4, 3, 2, 1	<p><i>A student in this grade:</i></p> <ul style="list-style-type: none"> • Composes a limited exposition essay that demonstrates understanding of the original text and how the film adaptation can add a new dimension • Constructs an limited scaffold • Composes an exposition essay that lacks structural conventions • Uses elementary language Attempts to incorporate textual evidence, including techniques, from the novel and film • Uses elementary spelling, punctuation, paragraphs and grammar

FEEDBACK from Teacher:

- Improve essay structure*
- Use PETAL paragraphs*
- Practice spelling, grammar and punctuation*
- Incorporate textual evidence more effectively*
- Improve understanding of language and film techniques*

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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