



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 1 – Year 10 English

Course:	English	Year:	10
Topic:	Topic Area – Change		
Assessment Name:	Task 1 Portfolio		
DATE DUE:		Total Mark/Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> Use more figurative language <input type="checkbox"/> Watch punctuation <input type="checkbox"/> Complete section A and/or B <input type="checkbox"/> Incorporate one stimulus <input type="checkbox"/> Select appropriate related text		
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.


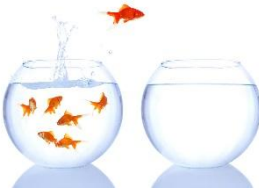


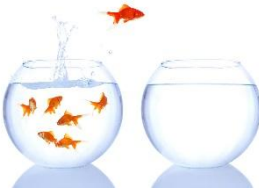


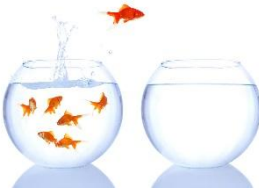

Student's Signature: Date:

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:	The concept of Change may be explored through narrative and through the related texts of other composers.						
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> ● Knowledge of narrative structure ● Understanding of concept of Change ● Ability to evaluate use of language techniques and features ● Spelling, grammar and punctuation 						
Task Requirements:	<p>Part A Compose a narrative on the concept of Change, demonstrating your understanding of how and why change occurs and the repercussions of it. You should follow the structural and language conventions of a narrative. Your narrative should be 500 – 750 words in total. You need to incorporate the stimulus into your story.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="427 674 759 898">  </td> <td data-bbox="762 674 1094 898">  </td> <td data-bbox="1098 674 1485 898">  </td> </tr> <tr> <td data-bbox="427 902 759 936"> Stimulus one </td> <td data-bbox="762 902 1094 936"> Stimulus two </td> <td data-bbox="1098 902 1485 936"> Stimulus three </td> </tr> </table> <p>Part B Select a related text on the concept of Change. You may not use a related text examined in your class or any other class. You must complete the Topic Area Related Text Analysis sheet using the selected related text. It is not to be typed. Related texts may include a film, a short story, a newspaper report or feature article, a novel or novel extract, a poem or song lyrics.</p> <p>You must show your teacher your selected related text no later than two weeks before the due date.</p> <p>You will be given class time to work on your task but the majority of this task is to be completed at home.</p> <p style="text-align: center;">Students who do not complete both Part A and Part B will receive an N Award warning for a non-serious attempt.</p>				Stimulus one	Stimulus two	Stimulus three
							
Stimulus one	Stimulus two	Stimulus three					
Syllabus Outcomes:	Outcomes to be assessed: EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure ENG5-2A effectively uses and critically assesses a wide range of processes skills, strategies and knowledge for responding to an composing a wide range of texts in different media and technologies ENG5-3B 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 ENG5-7D understands and evaluates the diverse ways texts can represent personal and public worlds.						
	<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. Tasks will not be accepted without a completed Cover Sheet attached. 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:

Part A	Success Criteria	Mark /Grade				
		A	B	C	D	E
Elements	Specific Criteria					
Understands the big idea(s)	Investigates the concept of Change through an original narrative					
Literacy / Numeracy skills assessed	Descriptive language					
	Figurative language					
	Dialogue					
	Spelling, punctuation and grammar					
Processes	Uses the given stimulus					
Demonstrates Skills	Uses the structural conventions of a narrative					
	Uses the language conventions of a narrative					
Knowledge						
Understanding						

Part B

Part B	Success Criteria	Mark /Grade				
		A	B	C	D	E
Elements	Specific Criteria					
Understands the big idea(s)	Investigates the concept of Change through a related text					
Literacy / Numeracy skills assessed	Evaluative language					
	Spelling, punctuation and grammar					
Processes	Summarises a related text on the concept of Change					
Demonstrates Skills	Uses the Related Text Analysis sheet to analyse and evaluate the related text – content and techniques					
	Uses the Related Text Analysis sheet to compare and/or contrast and the related text with the main text examined in class					
Knowledge						
Understanding						

FEEDBACK from Teacher:

- Revise narrative structure*
- Meaningfully incorporate stimulus*
- Improve spelling, grammar and punctuation*
- Revise language techniques and their effects*
- Meaningfully incorporate evaluative language*

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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