



# Chester Hill High School

Strength in Unity, Excellence in Education

## Assessment Task 1 – Year 8 English

Course:	English	Year:	8								
Topic:	Identity										
Assessment Name:	Task 1 Group Analysis										
DATE DUE:		Total Mark/Weighting									
STUDENT NAME:											
Progress Check FEEDBACK	<input type="checkbox"/> Suitable texts chosen (class text & related text) <input type="checkbox"/> Keep meeting notes (minutes) with allocations of tasks recorded <input type="checkbox"/> Evidence of analysis completed <input type="checkbox"/> Evidence of some progress on comparison <input type="checkbox"/> Check grammar and spelling										
Progress Check Date:		Marks									
<p>I certify that</p> <ul style="list-style-type: none"> <li>• This assignment is my own work, based on my personal study and/or research.</li> <li>• I have <b>acknowledged all material and sources used in the preparation</b> of this assignment in a <b>reference list</b>.</li> <li>• Submitted assignments based on group work are not the same as other students' work.</li> <li>• I have not plagiarised (copied) in part, or in whole the work of other students.</li> <li>• I have read and I understand the success criteria used for this assessment</li> <li>• <b><u>I have kept a copy of my assignment and the receipt.</u></b></li> <li>• I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.</li> </ul> <p>Student's Signature: ..... Date: .....</p> <p>-----</p> <p><b>Assessment Task Student Receipt</b>  <i>(This receipt should be kept as proof of assessment submission)</i></p> <table border="1"> <tr> <td>FAMILY NAME:</td> <td>GIVEN NAME:</td> </tr> <tr> <td>TEACHER:</td> <td>CLASS:</td> </tr> <tr> <td>DATE DUE:</td> <td>DATE SUBMITTED:</td> </tr> <tr> <td>TITLE OF TASK:</td> <td>TEACHER'S SIGNATURE:</td> </tr> </table>				FAMILY NAME:	GIVEN NAME:	TEACHER:	CLASS:	DATE DUE:	DATE SUBMITTED:	TITLE OF TASK:	TEACHER'S SIGNATURE:
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## Task Information

<b>Important idea(s) being explored:</b>	There are different ways texts examine a common theme and these can be analysed collaboratively by the responders.
<b>Skills, Knowledge and understanding being demonstrated:</b>	<ul style="list-style-type: none"> <li>● Collaborative skills</li> <li>● ICT skills</li> <li>● How to analyse a text to identify techniques and themes</li> <li>● Understanding of key concepts of unit- Identity</li> </ul>
<b>Task Requirements:</b>	<p>You will work with one or two partners to analyse a related text from the Identity Booklet. You will compose a Prezi or PowerPoint or Google Slides presentation in which you and your partner(s) analyse the related text. In your Prezi or PowerPoint or Google Slides presentation you should:</p> <ul style="list-style-type: none"> <li>● Summarise the related text – what is it about?</li> <li>● Examine what it explores about the concept of Identity – what types of identity are explored? Give specific textual examples to support your ideas.</li> <li>● Examine how it explores the concept of Identity – what text type is the related text? What specific language/visual/auditory techniques are used? Give specific textual examples to support your ideas.</li> <li>● Connect it to ONE text examined in class – how is it similar and/or different in its exploration of Identity to your chosen related text?</li> </ul> <p>The Prezi or PowerPoint or Google Slides presentation and accompanying speech should be approximately 4-5 minutes in duration.</p> <p>Your teacher will inform you of the exact date and time that your Prezi or PowerPoint or Google Slides presentation must be emailed by.</p>
<b>Syllabus Outcomes:</b>	<p><b>EN4-1A</b> - responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EN4-2A</b> - effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p><b>EN4-3B</b> - uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p><b>EN4-8D</b> - identifies, considers and appreciates cultural expression in texts</p>
	<p><b>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.</b></p> <p><b>Tasks will not be accepted without a completed Cover Sheet attached.</b></p> <p><b>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.</b></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				
<b>Understands the big idea(s)</b>	Analyses one related text on the concept of Identity as part of a pair/group					
	Uses multimedia and presentation skills to represent critical analysis					
<b>Literacy / Numeracy skills assessed</b>	Language/visual/auditory techniques					
	Appropriate use of spelling, punctuation and grammar					
	Composes and delivers a Prezi or PowerPoint or Google Slides					
<b>Processes</b>	Selects and analyses a related text as part of a pair/group					
	Works collaboratively as part of a pair/group					
<b>Demonstrates Skills</b>	Uses the conventions of an oral presentation – eye contact, body language, tone, pace, volume					
	Uses multimedia to represent ideas in an analytical manner					
<b>Knowledge</b>						
<b>Understanding</b>						

**FEEDBACK from Teacher:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Completion of assessment during allocated class time.  Excellent  Moderate  Limited

<b>Teacher Signature</b>		<b>Mark</b>	
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