



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## Assessment Task 2 – Year 8 English\*

Course:	English	Year:	8
Topic:	Detailed Study of Text – Novel		
Assessment Name:	Discussion Essay		
DATE DUE:		Total Mark/Weighting	
STUDENT NAME:			
Progress Check Feedback	<input type="checkbox"/> <i>Revise PEEL structure</i> <input type="checkbox"/> <i>Use more techniques and examples</i> <input type="checkbox"/> <i>Use sophisticated language</i> <input type="checkbox"/> <i>Answer the question</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: .....



### **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

<b>Important idea(s) being explored:</b>	<p>A discussion essay allows the responder to examine how composers use characters and themes to teach the reader.</p>
<b>Skills, Knowledge and understanding being demonstrated:</b>	<ul style="list-style-type: none"> <li>• Understanding of text</li> <li>• Understanding of characterisation and how themes are developed</li> <li>• Essay writing skills</li> <li>• Understand appropriate structural and language conventions</li> </ul>
<b>Task Requirements:</b>	<p>You will plan, compose and edit a discussion essay over three periods using the following topic:</p> <p><b>What do composers want to teach the reader through their use of characters and themes?</b></p> <p>Your discussion essay should use the appropriate structural and language conventions and contain specific textual evidence from the novel you studied in class. You should use the PEEL process to compose each paragraph.</p> <ul style="list-style-type: none"> <li>• You will be given THREE class lessons for this task.</li> <li>• Time (to be advised by your teacher) will be allocated to plan your discussion using notes from your workbook. During this time, you may write dot points and quotes on your scaffold.</li> <li>• You will then be given the remaining class time to write and edit your discussion essay using only your completed scaffold for guidance. Your teacher will collect your work at the end of each lesson.</li> </ul> <p>Students must bring their own class notes for the planning period.</p> <p><b>Use the scaffold provided</b></p>
<b>Syllabus Outcomes:</b>	<p>EN4-1A - responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EN4-3B – uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts  EN4-5C – thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</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 a discussion essay demonstrating understanding that composers create meaning through their use of characters and themes.					
Literacy / Numeracy skills assessed	Formal/sophisticated vocabulary					
	Appropriate use of spelling, punctuation and grammar					
Processes	Plans response using scaffold					
Demonstrates Skills	Composes a discussion essay using structural conventions, including the PEEL process in each paragraph					
Knowledge	Composes a discussion essay using language conventions					
Understanding	Uses textual evidence examining the characters and thematic concerns from the narrative examined in class.					

**Explanation of Marking Criteria**

<b>A</b>	<ul style="list-style-type: none"> <li>Composes a <b>highly developed</b> discussion essay that demonstrates <b>insightful</b> understanding that composers create meaning through their use of characters and themes.</li> <li>Plans response using the scaffold <b>insightfully</b></li> <li>Uses the structural conventions of a discussion essay, including the PEEL process in each paragraph, with <b>outstanding skill and flair</b></li> <li>Uses the language conventions of a discussion essay, including formal/sophisticated vocabulary, with <b>outstanding skill and flair</b></li> <li>Uses <b>highly developed</b> spelling, punctuation, paragraphs and grammar</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Composes a <b>well developed</b> discussion essay that demonstrates <b>perceptive</b> understanding that composers create meaning through their use of characters and themes.</li> <li>Plans response using the scaffold <b>effectively</b></li> <li>Uses the structural conventions of a discussion essay, including the PEEL process in each</li> </ul>

	<p>paragraph, with <b>sustained skill and flair</b></p> <ul style="list-style-type: none"> <li>• Uses the language conventions of a discussion essay, including formal/sophisticated vocabulary, with <b>sustained skill and flair</b></li> <li>• Uses <b>well developed</b> spelling, punctuation, paragraphs and grammar</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Composes a <b>developed</b> discussion essay that demonstrates <b>sound</b> understanding that composers create meaning through their use of characters and themes.</li> <li>• Plans response using the scaffold <b>competently</b></li> <li>• Uses the structural conventions of a discussion essay, including the PEEL process in each paragraph, with <b>some flair</b></li> <li>• Uses the language conventions of a discussion essay, including formal/sophisticated vocabulary, with <b>some flair</b></li> <li>• Uses <b>developed</b> spelling, punctuation, paragraphs and grammar</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Composes a <b>developing</b> discussion essay that demonstrates <b>basic</b> understanding that composers create meaning through their use of characters and themes.</li> <li>• Plans response using the scaffold <b>inconsistently</b></li> <li>• Uses <b>most</b> of the structural conventions of a discussion essay, including <b>some</b> of the PEEL process in each paragraph</li> <li>• Uses <b>most</b> of the language conventions of a discussion essay, with <b>some</b> evidence of formal/sophisticated vocabulary</li> <li>• Uses <b>inconsistent</b> spelling, punctuation, paragraphs and grammar</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Composes a <b>limited</b> discussion essay that demonstrates <b>elementary</b> understanding that composers create meaning through their use of characters and themes.</li> <li>• Plans response using the scaffold in an <b>elementary</b> way</li> <li>• Uses <b>some</b> of the structural conventions of a discussion essay, with <b>limited</b> evidence of the PEEL process in each paragraph</li> <li>• Uses <b>some</b> of the language conventions of a discussion essay, with <b>limited</b> evidence of formal/sophisticated vocabulary</li> <li>• Uses <b>elementary</b> spelling, punctuation, paragraphs and grammar</li> </ul>

FEEDBACK from Teacher:

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Completion of assessment during allocated class time.  Excellent  Moderate  Limited

Teacher Signature		Mark	
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Scaffold PLANNING – Narrative Study Discussion Essay

Name:.....

Class:.....

English Teacher:.....

**Essay Question:**

**What do composers want to teach the reader through their use of characters and themes?**

Students must examine at least one theme and at least one character

Theme: \_\_\_\_\_

Character: \_\_\_\_\_

Introduction

Overview/Context (name of novel, composer’s name, publication date, identify theme and character)

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Direction of argument (use words from the question, what are composers teaching the reader?)

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Essay map (what will your essay talk about?)

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Body 1

Identify one theme in the novel \_\_\_\_\_

What is the composer teaching us through the character?

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Body 2

Identify a second theme in the novel \_\_\_\_\_

What is the composer teaching us through the theme?

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Conclusion

Restate your argument (what is the composer teaching the reader?)

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Summarise your ideas (talk about your theme and character)

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Concluding thoughts

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END OF PLANNING

## Scaffold WRITING – Narrative Study Discussion Essay

Essay Question:

What do composers want to teach the reader through their use of characters and themes?

Title

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Introduction

Overview/Context- (name of novel, composer's name, publication date, identify theme and character)

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Body 1

(Talk about your *THEME* from the novel)

Point (what is your paragraph about?)

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Example (use a quote from the novel)

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Effect/Explain



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Link

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**Body 2**

(Talk about your *CHARACTER* from the novel)

Point (what is your paragraph about?)

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Example (use a quote from the novel)

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Effect/Explain

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Link

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Conclusion

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END OF ESSAY