



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 3 – Year 8 English

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|-------------------------|--|------------|----|
| Course: | English | Year: | 8 |
| Topic: | A Picture's Worth a Thousand Words - Critical Visual Literacy | | |
| Assessment Name: | Picture Book or Graphic Novel Oral Presentation | | |
| DATE DUE: | | Total Mark | 20 |
| STUDENT NAME: | | | |
| Progress Check FEEDBACK | <input type="checkbox"/> <i>Plot and characters created</i> <input type="checkbox"/> <i>Evidence of progress with two page opening and blurb</i> <input type="checkbox"/> <i>Notes about process to be used for reflection</i> <input type="checkbox"/> <i>Check grammar and spelling</i> <input type="checkbox"/> <i>Identify target audience and some techniques</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

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| Important idea(s) being explored: | Visual and language features are used for effect to engage and persuade a target audience. |
| Skills, Knowledge and understanding being demonstrated: | <ul style="list-style-type: none"> • Understanding of techniques used in creation of picture book/graphic novel • Skills needed to design and compose picture book frames and blurb • Awareness of the need to consider the targeted reader • Oral presentation skills |
| Task Requirements: | <p>Design and create a two-page opening of a picture book or graphic novel using visual and language techniques appropriate for a selected target audience. You also need to write a blurb suitable for the back cover of your design that uses language techniques to engage the target audience and persuade them to read it.</p> <p>Compose a reflection statement, which you will present in an oral presentation of approximately 3-5 minutes, in which you reflect on:</p> <ul style="list-style-type: none"> • The intended target audience of your text • The title and plot of your story and how you composed your back cover blurb to summarise the plot and persuade your target audience to read your book • The visual and language techniques you used and the intended effect in your two-page opening • Your perception of your success in your design. <p>During the oral presentation you will need to display your design.</p> |
| Syllabus Outcomes: | <p>EN4-1A - responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-2A - effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p>EN4-3B - uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-4B - makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</p> <p>EN4-9E - uses, reflects on and assesses their individual and collaborative skills for learning</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 two-page opening of a picture book or graphic novel and back cover blurb and reflects upon and evaluates the design in an oral presentation | | | | | |
| Literacy / Numeracy skills assessed | Visual techniques | | | | | |
| | Spelling, punctuation and grammar | | | | | |
| | Language techniques | | | | | |
| | Evaluative language | | | | | |
| Processes | Composes a two-page picture book or graphic novel opening and back cover blurb | | | | | |
| Demonstrates Skills | | | | | | |
| Knowledge | Composes a reflection statement on the composition process | | | | | |
| Understanding | Presents the design and reflection statement in an oral presentation | | | | | |

Explanation of Marking Criteria

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|----------|---|
| A | <p>Student composes a highly developed two-page opening with back cover blurb of a picture book or graphic novel for a target audience:</p> <ul style="list-style-type: none"> • Uses an extensive range of visual and language techniques with outstanding skill and flair appropriate for the target audience. • Contains a highly developed use of spelling, punctuation and grammar. <p>Student presents a highly developed oral reflection:</p> <ul style="list-style-type: none"> • Contains an insightful evaluation of their design that skillfully uses evaluative language. • Shows highly developed oral presentation skills |
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| B | <p>Student composes a well developed two-page opening with back cover blurb of a picture book or graphic novel for a target audience:</p> <ul style="list-style-type: none"> • Uses a thorough range of visual and language techniques with sustained skill and flair appropriate for the target audience. • Contains a well developed and correct use of spelling, punctuation and grammar. <p>Student presents a well developed oral reflection:</p> <ul style="list-style-type: none"> • Contains a well developed evaluation of their design that effectively uses evaluative language. • Shows well developed oral presentation skills |
| C | <p>Student composes a sound two-page opening with back cover blurb of a picture book or graphic novel for a target audience:</p> <ul style="list-style-type: none"> • Uses a sound range of visual and language techniques with some flair appropriate for the target audience. • Contains a sound use of spelling, punctuation and grammar. <p>Student presents a sound oral reflection:</p> <ul style="list-style-type: none"> • Contains a sound evaluation of their design that competently uses evaluative language. • Shows competent oral presentation skills |
| D | <p>Student composes a basic two-page opening with back cover blurb of a picture book or graphic novel for a target audience:</p> <ul style="list-style-type: none"> • Uses a basic range of visual and language techniques which may be appropriate for the target audience, however, may be inconsistent in effectiveness • Use of correct spelling, punctuation and grammar is limited and inconsistent. <p>Student presents a basic oral reflection:</p> <ul style="list-style-type: none"> • Contains a basic and developing evaluation of their design that may include some evaluative language. • Shows basic oral presentation skills but may be inconsistent in appropriate use of these skills |
| E | <p>Student composes an elementary two-page opening with back cover blurb of a picture book or graphic novel for a target audience:</p> <ul style="list-style-type: none"> • Uses a elementary range of visual and language techniques which is very limited in appropriateness for the target audience. • Use of correct spelling, punctuation and grammar is very limited and elementary in nature. <p>Student presents an elementary oral reflection:</p> <ul style="list-style-type: none"> • Contains an elementary evaluation of their design that may or may not include limited uses of evaluate language. • Shows elementary oral presentation skills and may is inconsistent in appropriate use of these skills |

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

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|-------------------|--|------|--|
| Teacher Signature | | Mark | |
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