



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task – Year 8 English

Course:	English	Year:	8
Topic:	All the World's a Stage		
Assessment Name:	Drama Script		
DATE DUE:		Total Mark	
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> Selected at least a prop, character and setting from the list provided <input type="checkbox"/> Evidence of progress with drama script <input type="checkbox"/> Reference to comedic elements <input type="checkbox"/> Check grammar, structure and spelling		
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:	Comedy can be expressed through dramatic form and techniques						
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Work collegially in a group • Know the structure of a drama script • Knowledge of and use of language appropriate to comedy genre • Understanding of dramatic elements 						
Task Requirements:	<p>In a pair or group of three, compose a comedic drama script. The drama script must use at least five comedic elements (e.g. pun, slapstick) studied in class. Groups must also use at least one element from each of the following categories:</p> <table border="1" data-bbox="432 622 1461 1088" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Setting</th> <th style="text-align: center;">Props</th> <th style="text-align: center;">Character</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Supermarket • Beach • Classroom • Zoo • Aeroplane • Cinema • Library • Street • Concert • Gym </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Lemon • Mask • Book • Packet of chips • Hat • Toothbrush • Shoe • Tissue box • Rubbish bin • Clock </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Grumpy elderly person • Troll • Clown • Fire-fighter • Nurse • Taxi driver • Popstar • Athlete • Superhero • Toddler </td> </tr> </tbody> </table> <p style="text-align: center;">The script should be between 500 and 700 words.</p>	Setting	Props	Character	<ul style="list-style-type: none"> • Supermarket • Beach • Classroom • Zoo • Aeroplane • Cinema • Library • Street • Concert • Gym 	<ul style="list-style-type: none"> • Lemon • Mask • Book • Packet of chips • Hat • Toothbrush • Shoe • Tissue box • Rubbish bin • Clock 	<ul style="list-style-type: none"> • Grumpy elderly person • Troll • Clown • Fire-fighter • Nurse • Taxi driver • Popstar • Athlete • Superhero • Toddler
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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>EN4-4B – makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</p> <p>EN4-5C - thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</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)	Collaboratively composes a comedic drama script					
Literacy / Numeracy skills assessed	Appropriate use of vocabulary and tone					
	Language techniques relevant to comedy genre					
	Appropriate use of spelling, punctuation and grammar					
Processes	Uses appropriate features and language of a drama script					
	Demonstrates Skills					
Knowledge	Uses five comedic elements throughout drama script					
	Uses elements from the table provided					
Understanding	Works collaboratively as part of a pair/group					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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