



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 2 – Year 9 English

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| Course: | English | Year: 9 | |
| Topic: | Power | | |
| Assessment Name: | Task 2 Portfolio | | |
| DATE DUE: | | Total Mark/Weighting | |
| STUDENT NAME: | | | |
| Progress Check FEEDBACK | <input type="checkbox"/> Find a more sophisticated related text <input type="checkbox"/> Work on narrative/ related text more <input type="checkbox"/> Revise narrative structure <input type="checkbox"/> Utilise more techniques <input type="checkbox"/> Increase sophisticated language | | |
| 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)

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| FAMILY NAME: | GIVEN NAME: |
| TEACHER: | CLASS: |
| DATE DUE: | DATE SUBMITTED: |
| TITLE OF TASK: | TEACHER'S SIGNATURE: |

Task Information

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| <p>Important idea(s) being explored:</p> | <p>The concept of Power and its representations in various texts may be explored through narrative and through comparing and evaluating representations from related texts of other composers.</p> |
| <p>Skills, Knowledge and understanding being demonstrated:</p> | <p>Complete a Portfolio that contains an original creative piece with an analysis of a chosen related text.</p> |
| <p>Task Requirements:</p> | <p>Part A Compose a narrative on the concept of Power, demonstrating your understanding of how Power can have a social, moral and ethical impact on a person or situation. You should follow the structural and language conventions of a narrative. Your narrative should be 500 – 750 words in total.</p> <p>Part B Select one related text of your own choosing to compare and contrast with two texts studied in class on the concept of Power. You must complete the Topic Area Related Text Analysis sheet using the selected related texts. It is not to be typed. The related text of your own choosing 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 one week before the due date.</p> |
| <p>Syllabus Outcomes:</p> | <p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-3B 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 EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p> |
| | <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:

Success Criteria

Part A - Narrative

| Elements | Specific Criteria | Mark /Grade | | | | |
|-------------------------------------|---|-------------|---|---|---|---|
| | | A | B | C | D | E |
| Understands the big idea(s) | Explores the concept of Power through an original narrative | | | | | |
| Literacy / Numeracy skills assessed | Uses descriptive and figurative language | | | | | |
| | Includes and appropriately structures dialogue | | | | | |
| | Appropriate use of spelling, punctuation and grammar | | | | | |
| Processes | Uses the structural conventions of a narrative | | | | | |
| | Uses the language conventions of a narrative (eg. strong narrative voice) | | | | | |

Part B - Related text analysis

| Elements | Specific Criteria | Mark /Grade | | | | |
|-------------------------------------|--|-------------|---|---|---|---|
| | | A | B | C | D | E |
| Understands the big idea(s) | Explores the concept of Power through a related text | | | | | |
| Literacy / Numeracy skills assessed | Spelling, punctuation and grammar | | | | | |
| Processes | Summarises a related text of own choosing on the concept of power | | | | | |
| | 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 the related text with the main texts examined in class | | | | | |

Explanation of Marking Criteria

Part A - Narrative

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| A | <p>Student composes a highly developed original narrative that explores the concept of Power:</p> <ul style="list-style-type: none">• Uses structural and language conventions with outstanding skill and flair.• Uses descriptive and figurative language extensively and skillfully.• Uses dialogue insightfully.• Contains a highly developed and precise use of spelling, punctuation and grammar. |
| B | <p>Student composes a well developed original narrative that explores the concept of Power:</p> <ul style="list-style-type: none">• Uses structural and language conventions with sustained skill and flair.• Uses descriptive and figurative language effectively.• Uses dialogue effectively.• Contains a well developed and correct use of spelling, punctuation and grammar. |
| C | <p>Student composes a sound original narrative that explores the concept of Power:</p> <ul style="list-style-type: none">• Uses structural and language conventions with some skill and flair.• Uses descriptive and figurative language competently.• Uses dialogue competently.• Contains a sound use of spelling, punctuation and grammar. |
| D | <p>Student composes a basic original narrative that explores the concept of Power:</p> <ul style="list-style-type: none">• Basic use of structural and language conventions that lacks flair.• Basic use of descriptive and figurative language and applies it at a limited level.• May use some dialogue but does so inconsistently.• Use of correct spelling, punctuation and grammar is limited and inconsistent. |
| E | <p>Student composes an elementary original narrative that explores the concept of Power:</p> <ul style="list-style-type: none">• Elementary use structural and language conventions.• Elementary use of descriptive and figurative language and applies it at a very limited level.• Uses very limited dialogue which is undeveloped in nature.• Use of correct spelling, punctuation and grammar is very limited and inconsistent. |

Part B – Related Text Analysis

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| A | <p>Student's analysis of their related text shows an extensive understanding of the representations of the concept of Power:</p> <ul style="list-style-type: none">• Insightfully investigates the concept of Power through a related text.• Summarises the related text skillfully.• Uses the Related Text Analysis Sheet to analyse and evaluate the content and techniques with outstanding skill and flair.• Uses textual examples to support analysis skillfully.• Contains a highly developed and precise use of spelling, punctuation and grammar. |
| B | <p>Student's analysis of their related text shows a thorough understanding of the representations of the concept of Power:</p> <ul style="list-style-type: none">• Effectively investigates the concept of Power through a related text.• Summarises the related text effectively.• Uses the Related Text Analysis Sheet to analyse and evaluate the content and techniques with sustained skill and flair. |

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| | <ul style="list-style-type: none"> • Uses textual examples to support analysis effectively. • Contains a well developed and accurate use of spelling, punctuation and grammar. |
| C | <p>Student's analysis of their related text shows a sound understanding of the representations of the concept of Power:</p> <ul style="list-style-type: none"> • Competently investigates the concept of Power through a related text. • Summarises the related text competently. • Uses the Related Text Analysis Sheet to analyse and evaluate the content and techniques with some skill. • Uses textual examples to support analysis competently. • Contains a sound use of spelling, punctuation and grammar. |
| D | <p>Student's analysis of their related text shows a basic understanding of the representations of the concept of Power:</p> <ul style="list-style-type: none"> • Basic investigation of the concept of Power through a related text. • Summarises the related text inconsistently. • Basic use of the Related Text Analysis Sheet producing an inconsistent analysis of content and techniques • Uses textual examples to support analysis but does so inconsistently. • Use of correct spelling, punctuation and grammar is limited and inconsistent. |
| E | <p>Student's analysis of their related text shows a elementary understanding of the representations of the concept of Power:</p> <ul style="list-style-type: none"> • Limited investigation of the concept of Power through a related text. • Elementary summary of the related text. • Limited use of the Related Text Analysis Sheet producing an elementary analysis of content and techniques • Uses little evidence from texts to support analysis. • Use of correct spelling, punctuation and grammar is very limited and inconsistent. |

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

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| Teacher Signature | | Mark | |
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