



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 1 – Year 9 English

Course:	English	Year:	9
Topic:	Twisting My Words		
Assessment Name:	Task 1 Exposition Essay		
DATE DUE:			
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Planning evident (Introduction, body paragraphs, conclusion)</i> <input type="checkbox"/> <i>Check and improve punctuation</i> <input type="checkbox"/> <i>Uses paragraphs</i> <input type="checkbox"/> <i>Uses stimulus</i> <input type="checkbox"/> <i>Evidence of persuasive devices</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:

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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:	Exposition essays explore one side of an argument, attempting to persuade the responder.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none">• Presents ideas in a cohesive manner• Uses the stimulus• Uses structural conventions – introduction, body and conclusion and the PEEL process• Uses language conventions (eg persuasive devices, modality, emotive language etc)• Uses correct spelling, punctuation and grammar
Task Requirements:	<p>You will compose an exposition essay in two periods basing your arguments on one or more unseen stimulus. Your exposition should use the appropriate structural and language conventions and contain persuasive devices for effect. You should use the PEEL process to compose each paragraph.</p> <p>You will have two periods to plan, compose and edit your exposition essay.</p>
Syllabus Outcomes:	<p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>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</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

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Composes a persuasive exposition					
Literacy / Numeracy skills assessed	Persuasive devices (eg. modality, emotive language etc.)					
	Use of spelling, punctuation and grammar					
Processes	Uses the stimulus to compose a persuasive exposition					
Demonstrates Skills	Uses structural conventions to write a cohesive exposition, including the PEEL structure for individual paragraphs.					
Knowledge						
Understanding	Uses language conventions to write a persuasive exposition					

Explanation of Marking Criteria

A	<p><i>A student in this grade:</i></p> <ul style="list-style-type: none"> • Contains insightful ideas presented in a cohesive manner. • Uses the stimulus skilfully. • Uses all the structural conventions in a highly developed manner – introduction, body and conclusion and the PEEL process. • Uses language conventions with outstanding skill and flair (eg. persuasive devices, modality, emotive language etc.) • Contains a highly developed and precise use of spelling, punctuation and grammar.
B	<p><i>A student in this grade:</i></p> <ul style="list-style-type: none"> • Contains well developed ideas presented in a cohesive manner. • Uses the stimulus effectively. • Uses all the structural conventions in a well developed manner – introduction, body and conclusion and the PEEL process. • Uses language conventions with sustained skill and flair (eg. persuasive devices, modality, emotive language etc.) • Contains a well developed and correct use of spelling, punctuation and grammar.
C	<p><i>A student in this grade:</i></p> <ul style="list-style-type: none"> • Contains developed ideas presented in a cohesive manner. • Uses the stimulus competently. • Uses all the structural conventions in a competent manner – introduction, body and conclusion and the PEEL process. • Uses language conventions with some flair (eg. persuasive devices, modality, emotive language etc.) • Contains a sound use of spelling, punctuation and grammar.
D	<p><i>A student in this grade:</i></p> <ul style="list-style-type: none"> • Contains basic ideas that are presented in an unclear manner. • Uses the stimulus inconsistently. • May use some structural conventions.

	<ul style="list-style-type: none"> • Uses language features inconsistently (eg. persuasive devices, modality, emotive language etc.) • Use of correct spelling, punctuation and grammar is limited and inconsistent.
E	<p><i>A student in this grade:</i></p> <ul style="list-style-type: none"> • Contains elementary ideas that are presented in an unclear manner. • May use the stimulus inconsistently or not at all. • Does not use structural conventions or does so to a very limited level. • May use language features (eg. persuasive devices, modality, emotive language etc.) but does so in an elementary manner. • 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

Teacher Signature		Mark	
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