

**NARROGIN SENIOR HIGH SCHOOL**

**English Year 10**

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| **Student: Year Group and Class:**  **Teacher:**  **Date Given: Date Due:** |
| **Assessment Type:** Reading and Viewing  **Weighting: 5%**  **Task 2A**  Part 1: Complete the retrieval chart for Episode 6 of Tony Robinson’s *Australia Down Under*: ‘Still Stroppy Beggars’, identifying film techniques used to convey main ideas.  Part 2: Complete the retrieval chart for Episode 6 of Tony Robinson’s *Australia Down Under*: ‘The Eight Hour Day’, identifying key facts, opinions and supporting evidence.  **Mark:** Part 1 **/ 50**  Part 2 **/ 50**  Total: **/100** |

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| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Retrieval chart for Episode 6 of Tony Robinson’s *Australia Down Under*: ‘Still Stroppy Beggars’ |  |  |
| Retrieval chart for Episode 6 of Tony Robinson’s *Australia Down Under*: ‘The Eight Hour Day’, |  |  |

**Teacher Feedback:**

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|  | **A** Excellent achievement  80-100 16-20 8-10 | **B** High achievement  65-79 13-15 6.5-7.5 | **C** Satisfactory achievement  50-64 10-12 5-6 | **D** Limited achievement  30-49 6-9 3-4 | **E** Very low achievement  10-29 2-5 1-2 | **Mark** |
| **Retrieval Chart** *Australia Down Under*: ‘Still Stroppy Beggars’ | | | | | | |
| **Quotations** | Three quotations from each segment are identified and accurately represent the subject matter. | Two quotations from each segment are identified and accurately represent the subject matter. | At least eight quotations are identified across the retrieval chart but some may not accurately represent the subject matter. | Fewer than eight quotations are identified across the retrieval chart and many do not accurately represent the subject matter. | Does not meet the requirements of a D grade. | /15 |
| **Techniques** | Three techniques from each segment are identified and accurately represent the subject matter. | Two techniques from each segment are identified and accurately represent the subject matter. | At least eight techniques are identified across the retrieval chart but some may not accurately represent the subject matter. | Fewer than eight techniques are identified across the retrieval chart and many do not accurately represent the subject matter. | Does not meet the requirements of a D grade. | /15 |
| **Effect** | Three effects from each segment, linked to the techniques from each segment, are identified and accurately represent the subject matter. | Two effects from each segment, linked to the techniques from each segment, are identified and accurately represent the subject matter. | At least eight effects are identified across the retrieval chart but some may not accurately represent the subject matter. | Fewer than eight effects are identified across the retrieval chart and many do not accurately represent the subject matter. | Does not meet the requirements of a D grade. | /15 |
| **Link Between Technique and Effect** | Student demonstrates a superior understanding of the link between film techniques chosen by the author and the effect of those techniques on the audience. | Student demonstrates a solid understanding of the link between film techniques chosen by the author and the effect of those techniques on the audience. | Student demonstrates some understanding of the link between film techniques chosen by the author and the effect of those techniques on the audience. | Student demonstrates a limited understanding of the link between film techniques chosen by the author and the effect of those techniques on the audience. | Does not meet the requirements of a D grade. | /5 |
| **Subtotal /50** | | | | | | |
| **Retrieval Chart** *Australia Down Under*: ‘Still Stroppy Beggars – The Origin of the Eight Hour Day’ | | | | | | |
| **Key Facts** | Student identifies all key facts presented in the segment. | Student identifies most key facts presented in the segment. | Student identifies some key facts presented in the segment. | Student identifies few key facts presented in the segment. | Does not meet the requirements of a D grade. | /10 |
| **Opinions** | Student identifies all opinions presented in the segment. | Student identifies most opinions presented in the segment. | Student identifies some opinions presented in the segment. | Student identifies few opinions presented in the segment. | Does not meet the requirements of a D grade. | /10 |
| **Supporting Evidence** | Student identifies all supporting evidence presented in the segment. | Student identifies most supporting evidence presented in the segment. | Student identifies some supporting evidence presented in the segment. | Student identifies limited supporting evidence presented in the segment. | Does not meet the requirements of a D grade. | /10 |
| **Techniques** | Student identifies all techniques presented in the segment. | Student identifies most techniques presented in the segment. | Student identifies some techniques presented in the segment. | Student identifies few techniques presented in the segment. | Does not meet the requirements of a D grade. | /10 |
| **Identification** | Student always identifies the difference between facts, opinions and supporting evidence. | Student often identifies the difference between facts, opinions and supporting evidence. | Student sometimes identifies the difference between facts, opinions and supporting evidence. | Student rarely identifies the difference between facts, opinions and supporting evidence. | Does not meet the requirements of a D grade. | /10 |
| **Subtotal /50** | | | | | | |
| **Total /100** | | | | | | |