

**NARROGIN SENIOR HIGH SCHOOL**

**English Year 10**

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| **Student: Year Group and Class:**  **Teacher:**  **Date Given: Date Due:** |
| **Assessment Type:** Writing  **Weighting: 5%**  **Task 2B**  Respond to the following prompt:  How are key facts, opinions and supporting evidence used by Tony Robinson to explain  the origin of the eight-hour day in Australia?  Write three TEEL body paragraphs to address the topic.   * Body Paragraph 1: How are key facts used by Tony Robinson to explain the origin of the eight-hour day in Australia? * Body Paragraph 2: How are opinions used by Tony Robinson to explain the origin of the eight-hour day in Australia? * Body Paragraph 3: How is supporting evidence used by Tony Robinson to explain the origin of the eight-hour day in Australia?   **Mark: /100** |

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| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Final copy of mini essay |  |  |

**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** |
| **Body Paragraph 1: Key facts** | Key facts and how they are used in the documentary are clearly and thoroughly explained. Paragraph includes all TEEL components, with exceptional development of explanation and evidence. | Key facts and how they are used in the documentary are mostly explained. Paragraph includes all TEEL components, with some development of explanation and evidence. | An attempt has been made to explain key facts and how they are used in the documentary. Paragraph includes all TEEL components, with an attempt to use explanation and evidence. | A minimal attempt has been made to explain key facts and how they are used in the documentary. Paragraph includes some but not all TEEL components. | Does not meet the requirements of a D grade. | **/20** |
| **Body Paragraph 2: Opinions** | Opinions and how they are used in the documentary are clearly and thoroughly explained. Paragraph includes all TEEL components, with exceptional development of explanation and evidence. | Opinions and how they are used in the documentary are mostly explained. Paragraph includes all TEEL components, with some development of explanation and evidence. | An attempt has been made to explain opinions and how they are used in the documentary. Paragraph includes all TEEL components, with an attempt to use explanation and evidence. | A minimal attempt has been made to explain opinions and how they are used in the documentary. Paragraph includes some but not all TEEL components. | Does not meet the requirements of a D grade. | **/20** |
| **Body Paragraph 3: Supporting Evidence** | Supporting evidence and how it is used in the documentary is clearly and thoroughly explained. Paragraph includes all TEEL components, with exceptional development of explanation and evidence. | Supporting evidence and how it is used in the documentary is mostly explained. Paragraph includes all TEEL components, with some development of explanation and evidence. | An attempt has been made to explain supporting evidence and how it is used in the documentary. Paragraph includes all TEEL components, with an attempt to use explanation and evidence. | A minimal attempt has been made to explain supporting evidence and how it is used in the documentary. Paragraph includes some but not all TEEL components. | Does not meet the requirements of a D grade. | **/20** |
| **Language Features** | Writes with clarity and precision, using a variety of technical and literal language to communicate with the reader in an engaging way which is appropriate to the purpose, context and audience of the text. | Uses a variety of language features to ensure accuracy in communication with the reader, combining technical and literal language, where appropriate. | Selects language features to achieve precision and stylistic effect when creating a text. | Uses language features which communicate with the reader, but which may not reflect nuance or depth of meaning. | Does not meet the requirements of a D grade. | **/20** |
| **Spelling, Grammar & Punctuation** | Uses correct spelling, grammar and punctuation. | Mostly uses correct spelling, grammar and punctuation. | Uses some correct spelling, grammar and punctuation, but errors are present, and some impede meaning. | Uses some correct spelling, grammar and punctuation, but several errors are present and impede meaning. | Does not meet the requirements of a D grade. | **/20** |
| **Feedback** | **/100** | | | | | |