**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 8 General English**

**SEMESTER 1 Task 6: Comparison Essay**

**Tuck Everlasting and The Life of Pi**

|  |  |  |
| --- | --- | --- |
| **Language**  Recognise that vocabulary choices contribute to specificity, abstraction and style of texts  **ACELA 1537** | **Literacy**  Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts.  **ACELY 1810** | **Language**  Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects.  **ACELT 1632** |

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| --- |
| **Task 6:**  Construct a Venn diagram that compares and contrasts the way in which the film and the novel convey the idea of identity.  **Due Date:** Friday, Term 2, Week 9  **Weighting:** W 5% R&V 5% |

**Hand in:** essay – plans – Venn diagram, drafts, good copy (Writing mark);

**Assessment will be based on:** Writing

|  |  |
| --- | --- |
| **MY GOAL** | **What I will do to achieve this goal** |
| **Skills**  Write in well-structured sentences and paragraphs  Plan thoroughly  Respond to questions in full sentences  **Knowledge**  Know that characters are developed through SAAO  Know how symbolism effects theme  Know how language techniques develop setting and character  **Understanding**  Understand the effect of characterisation, setting, plot structure, point of view and style on the development of theme |  |

**Comments:**

**Reading Assessment Criteria:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Conventions of texts** | Explains how combinations of language features, images and vocabulary are used to position readers to respond in particular ways top ideas, groups and issues in a text. | Explains how combinations of language features, images and vocabulary are used to represent particular groups, ideas and issues in a text. | Explains how language features, images and vocabulary are used to represent different groups, ideas and issues in a text. | Describes a variety of language, image and vocabulary devices used in a text. | Does not meet the requirements of a D grade. |
| **Interpreting** | Evaluates the way that characters. Settings and events are developed in a text, drawing on their wider reading experiences to support their ideas. | Justifies responses to characters, settings and events depicted in a text, drawing on textual details and personal opinions. | Makes judgments about characters, setting and events depicted in a text. | Describes the way that characters, settings and events are depicted. | Does not meet the requirements for a D grade. |
| **Use of evidence** |  |  |  |  |  |

**Writing Assessment Criteria:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Text structure** |  |  |  |  |  |
| **Language features** |  |  |  |  |  |
| **Editing** |  |  |  |  |  |

**Writing: self-assessment checklist** (complete before submission) 

**Narrogin SHS**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AUDIENCE AND PRESENTATION | PUNCTUATION | CAPITALISATION | SPELLING AND VOCABULARY | IDEAS |
| ⃝ My handwriting is  legible and any typed copies have no typing errors. | ⃝ I have used a full stop at the end of each sentence. | ⃝ I have used capital letters for the first word of each sentence. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used brainstorming and planning to organise my ideas. |
| ⃝ I have written the title, my name and the date on my work. | ⃝ I have used commas between words in a list. | ⃝ I have used capitals for proper nouns (the names of people, places and the days of the week). | ⃝ I have used the correct terminology for this topic. | ⃝ I have acted on suggestions from the teacher. |
| ⃝ My sentences are complete, make sense and use the key words from the question. | ⃝ I have used apostrophes to show contraction and possession. | ⃝ I have capitalised the pronoun ‘I’. | ⃝ I have used the correct homophones within my sentences:  your/you’re  there/their/they’re  allowed/aloud | ⃝ Each paragraph only has one main idea. My ideas are in a logical order. |
| ⃝ I have attempted all questions and presented them in the correct order | ⃝ I have used a question mark after a question. | ⃝ I have written the main body of the text using lower case letters. | ⃝ There is evidence of editing on my drafts. | ⃝ I have used linking words to connect my ideas. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2016

**REFLECTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
|  |  |  |  |
| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
|  |  |  |  |