 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 8**

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| **Student: Teacher: Date Due:** |
| **Assessment Type and weighting:** Writing 5% Reading & Viewing 5%  **Task 6:** Discuss how the film studied in class develops different themes through visual techniques.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Essay plan |  |  |  |
| Essay draft |  |  |  |
| Essay good copy |  |  |  |

**Teacher Feedback:**

**MARKING CRITERIA**

**Reading & Viewing:** Score: \_\_\_\_\_\_\_\_\_\_

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|  | **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 text** | Explains how combinations of language features, images and vocabulary are used to position readers to respond in particular ways to 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. |  |
| **Interpreting** | Explores the effect of different historical, social and cultural contexts when analysing the values and ideas presented in a text. | Describes the effect of different contexts when identifying the values and ideas presented in a text. | Explains that values and ideas in a text may differ depending on the contexts of the producer and the reader. | Makes observations about the meaning, nature or appeal of a visual text, drawing on personal opinions. |  |
| **Use of evidence** | Integrates relevant examples and details from a text to justify own interpretations of the events, situations and people represented. | Uses evidence to draw inferences about the events, situations and people represented in a text. | Selects evidence from a text to show how events, situations and people can be represented. | Identifies simple examples from a text to illustrate ideas. | Does not meet the requirements of a D grade. |

**Writing:** Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **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** | Constructs paragraphs, focused on one idea, that are well-developed, using a combination of topic, developing, supporting and linking sentences. | Structures paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily. | Constructs paragraphs that describe ideas related to the question or topic in a general way and/or that retell events. | Groups sentences about loosely related ideas and sequences these illogically. | Sentences not grouped into paragraphs. |
| **Text structure** | Integrates relevant evidence; for example, quotes and/or examples to support main points, and explains its significance. | Includes relevant evidence with a general discussion of its significance. | Includes some evidence in an attempt to clarify ideas, but mostly retells or repeats textual details. | Recounts literal details of a text as evidence. |  |
| **Spelling and punctuation** | Spells most words accurately, including some difficult and challenging words, and uses grammar and punctuation accurately. | Spells most words correctly but may make errors in some difficult words without affecting meaning, and mostly uses correct punctuation and grammar. | Generally uses accurate spelling, grammar and punctuation. | Makes errors in spelling common words, with some errors detracting from the meaning. Makes errors in punctuation that affect the clarity of the text. | Makes frequent errors in spelling common words, with errors detracting from the meaning. Punctuation is minimal. |