

**Course:** YEAR 8 ENGLISH

**Task Number:** 1

**Weight of Task:** 30% (Plan 5%, Draft 5%, Essay 20%)

**Due Date of Task:** 4<sup>th</sup> April, 2018 (Wednesday, Week 10)

**Nature of Task:** Extended Response (Essay)

**Outcomes Assessed:** EN4 – 1A, 4B, 7D



# **The Task: How do different journeys impact on the characters' development throughout the novel?**

## **Discuss with reference to at least two characters.**

To successfully complete your task, you will need to go through a process of developing, editing and finally composing your response to the question above. This process will help you to write a great essay and do well in your first English assessment task.

The process you will need to follow is below. Your teacher will go through each of these steps with you in class, and make sure you understand how to do well.

### **The Process:**

**Week 5:** Receive assessment task notification in class and discuss requirements. Think at home about the question and how you want to respond in relation to the text you have studied this term.

**Week 7:** Use the scaffold provided to you in class to create a plan for your essay. Submit this plan to your teacher for marking and advice. You will have two lessons of class time to complete this scaffold. (5%)

**Week 8:** Write a draft of your essay in class and submit it to your teacher for marking and advice. You will have two lessons of class time to complete this draft. Your draft should be based on your original essay plan. Your draft will be returned to you with feedback. (5%)

**Week 10:** Consider all helpful advice given to you about your plan and draft. Make edits, polish your ideas and then write your essay during class on Wednesday, 4<sup>th</sup> of April.

**Start of Term Two:** Receive essay back with marks and feedback. Celebrate your awesomeness.

**TIPS:** Good essays should be about two to three pages. This is a good standard for everyone to aim for.

Your essay should have an intro with a thesis, three or four good body paragraphs and a conclusion.

Your body paragraphs should include carefully selected quotes and techniques from the novel you have studied this term.

To get the best possible marks, you should ALWAYS MAKE SURE THAT YOU ARE ANSWERING THE QUESTION.

You should practice creating effective paragraphs, (PEE, PEEL, TEXAS) and make sure that your spelling and grammar is accurate.

You WILL NOT be able to bring your essay plan or draft into your actual test with you, though you can certainly use them before hand to help you study and develop your ideas.

Essay Plan Scaffold This is where you start to bring together your ideas, quotes, devices/techniques.

**Introduction:** Here you might like to list the kind of journeys people can take, and establish your thesis.

---

---

---

---

---

---

---

---

---

---

**1st Idea** about how journeys impact on the characters’ development. You should include quotes and devices to support your idea.

---

---

---

---

---

---

---

---

---

---

**2nd Idea** about how journeys impact on the characters’ development. You should include quotes and devices to support your idea.

---

---

---

---

---

---

---

---

---

---

**3rd Idea about how journeys impact on the characters' development. You should include quotes and devices to support your idea.**

---

---

---

---

---

---

---

---

**4th Idea about how journeys impact on the characters' development. You should include quotes and devices to support your idea.**

---

---

---

---

---

---

---

---

**Conclusion. Sum up your ideas, and bring it all together.**

---

---

---

---

---

---

---

---

Student: \_\_\_\_\_

### Part A Plan

Marking Criteria	Mark
<ul style="list-style-type: none"><li>Effectively outlines and details at least THREE ideas that will be explored.</li><li>Demonstrates clear knowledge of how language techniques may be used to explore key ideas.<ul style="list-style-type: none"><li>Expresses ideas with strong vocabulary and style.</li></ul></li></ul>	5
<ul style="list-style-type: none"><li>Adequately outlines and details at least TWO ideas that will be explored.</li><li>Demonstrates a sound knowledge of how language techniques may be used to explore key ideas.<ul style="list-style-type: none"><li>Expresses ideas with sound vocabulary and style</li></ul></li></ul>	3-4
<ul style="list-style-type: none"><li>Outlines ideas in a limited way, or with limited details/depth.</li><li>Demonstrates a limited knowledge of how language techniques may be used to explore key link ideas.<ul style="list-style-type: none"><li>Expresses ideas with limited vocabulary and style</li></ul></li></ul>	1-2

### Part B Draft

Marking Criteria	Mark
<ul style="list-style-type: none"><li>Creates effective discussion that clearly explores the question.</li><li>Effectively explores how language, character and themes are used to demonstrate the concept that 'Different journeys have an impact on characters development.'</li><li>Expresses ideas with strong vocabulary and style.</li><li>Accurate paragraphing, spelling and grammar used.</li></ul>	5
<ul style="list-style-type: none"><li>Creates adequate discussion that explores aspects of the question.</li><li>Adequately explores how language, character and themes are used to demonstrate the concept that 'Different journeys have an impact on characters development.'</li><li>Expresses ideas with sound vocabulary and style</li><li>Mostly accurate paragraphing, spelling and grammar used.</li></ul>	3-4
<ul style="list-style-type: none"><li>Limited discussion of the question.</li><li>Limited exploration of how language, character and themes are used to demonstrate the concept that 'Different journeys have an impact on characters development.'</li><li>Expresses ideas with limited vocabulary and style</li><li>Limited use of paragraphing, spelling and grammar.</li></ul>	1-2

STUDENT: \_\_\_\_\_

**Part C Extended Response**

<b>MARKING CRITERIA</b>	<b>MARK</b>
<ul style="list-style-type: none"><li>Effectively explores the extent to which the novel studied supports the statement provided.</li><li>Demonstrates an effective understanding of the characters, language and themes of the novel studied.</li><li>Demonstrates a well-developed ability to use language to shape and make meaning according to audience, purpose and context.</li><li>Produced a highly polished piece of work that demonstrates a well-developed knowledge of the editing process</li></ul>	<b>17-20</b>
<ul style="list-style-type: none"><li>Competently explores the extent to which the novel studied supports the statement provided.</li><li>Demonstrates a competent understanding of the characters, language and themes of the novel studied.</li><li>Demonstrates a developed ability to express ideas using language appropriate to audience, purpose and context.</li><li>Produced a polished piece of work that demonstrates a competent knowledge of the editing process</li></ul>	<b>13-16</b>
<ul style="list-style-type: none"><li>Adequately explores the extent to which the novel studied supports the statement provided.</li><li>Demonstrates an adequate understanding of the characters, language and themes of the novel studied.</li><li>Demonstrates an adequate ability to express ideas using language appropriate to audience, purpose and context.</li><li>Produced a mostly polished piece of work that demonstrates a reasonable knowledge of the editing process</li></ul>	<b>9-12</b>
<ul style="list-style-type: none"><li>Demonstrates a limited understanding of how the novel studied supports the statement provided.</li><li>Describes aspects of the text.</li><li>Attempts to compose a response with limited appropriateness to audience, purpose and context</li><li>Produced a piece of work that attempts to use the editing process</li></ul>	<b>5-8</b>
<ul style="list-style-type: none"><li>Refers to text(s) in an elementary way</li><li>Attempts to compose a response</li></ul>	<b>1-4</b>

---

---

---

---

---

---