**Green Street High School**

*Quality Education, Supportive Environments*

**2015 Year 7 English Assessment Task No. 3**

**Novel Study: *The Invention of Hugo Cabret***

**Weighting -15%**

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| **Due Date** | Monday 24th October (Term 4, Week 8) 2015 |
| **Marks** | 15 marks |
| **Outcomes Assessed** |
| **A student:***EN4-1A*responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure*EN4-2A* effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies*EN4-3B* uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts*EN4-5C* thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts |
| **Context for the Task** |
| “Through responding to and composing texts from Kindergarten to Year 10, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past…… By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.”(English K-10 Syllabus, 2012, p.10) . |
| **The Task** |
| As a part of your novel study on *The Invention of Hugo Cabret,*you have been learning about the context, characters and themes that make up the story, via the year 7 Weebly “Unlock the Magic.” You will now have the opportunity to demonstrate what you have learnt through a writing task. This task requires you to write a diary entry from the perspective of ONE of the characters in the novel.  It can be one we have studied through the class Weebly or another character of your own choosing.  In the diary entry, you will be expected to explore the context and themes of the novel as well as adopt the persona of your character.  You will submit your diary entry by posting it to the 'Diary Entries' forum page on the class Weebly. You will also be assessed on the way you can respond in character to ONE other diary entry posted in the blog.  Commenting on your friends' work will require you to revise over your Netiquette.   |
| **Submit for Assessment** |
| * ONE diary entry posted on the class forum (10 marks)
* A comment (in character) on ONE other diary entry from a peer (5 marks)
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| **Marking Criteria** | **Mark/Grade** |
| * Demonstrates a perceptive understanding of how characters, themes and context are shaped in texts
* Skillfully utilises the forms and features of online media and the diary entry text type to engage with and respond to texts
* Composes a highly imaginative and controlled composition, and reflects on at least ONE other composition in an an insightful and respectful way
 | **A****13-15** |
| * Demonstrates an effective understanding of how characters, themes and contexts are shaped in texts
* Effectively utilises the forms and features of online media and the diary entry text type to engage with and respond to texts
* Composes an imaginative and sustained composition, and reflects on at least ONE other composition an insightful and respectful way
 | **B****10-12** |
| * Demonstrates a sound understanding of how characters, themes and contexts are shaped in texts
* Soundly utilises the features of online media and the diary entry text type to engage with texts
* Composes a sound composition, and reflects on at least ONE other composition in a general but respectful way
 | **C****7-9** |
| * Demonstrates a limited understanding of how characters, themes and contexts are shaped in texts
* Utilises a limited amount of features of the diary entry form
* Composes a basic composition, and reflects on at least ONE other composition reflecting in a superficial but respectful way
 | **D****4-6** |
| * Demonstrates an elementary understanding of how characters, themes and contexts are shaped in texts
* Attempts to utilise new diary entry features
* Composes a composition without reflection on another composition
 | **E****1-3** |
| * Non-attempt or plagiarism
* Inability to adhere to Netiquette protocols
 | **N****0** |