

YEAR 9 ASSESSMENT TASK

Faculty: ENGLISH	Subject: Exploring Issues through Documentary	Task: Critical Essay
Teacher:	Student:	
Task Description: Students are to compose a Critical Essay on the documentary studied in class. Students will respond to the following question. How effective is Gabriela Cowperthwaite in achieving her purpose? This assessment is to be completed in class.		
Weighting: 25%		
Date Given: Week 6	Date of Completion: Week 9	
Task Guidelines: <ul style="list-style-type: none">• Students must demonstrate understanding of the purpose of the text and the techniques used to achieve that purpose.• Students must demonstrate an understanding of the structure and features of the essay text type.• Students must make a judgement about the effectiveness of the text in achieving its purpose.		
Non Completion of Task: <ul style="list-style-type: none">• If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases. Failure to follow this procedure may result in a zero award.• Plagiarism; the using of the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties.		
Outcomes Assessed: <ul style="list-style-type: none">• EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.• EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.• EN5-5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.		

Criteria	Outstanding	Well Developed	Sound	Developing	Limited
Demonstrates knowledge of the text with direct textual references	Demonstrates outstanding knowledge of the text through detailed textual references.	Demonstrates well developed knowledge of the text through close textual references.	Demonstrates sound knowledge of the text through some textual references.	Demonstrates a basic knowledge of the text with little textual references.	Demonstrates a limited knowledge of the text with little or no textual references.
Demonstrates ability to effectively analyse the text	A deep analysis of the ideas and techniques utilised to convey the message of the documentary.	An effective analysis of the ideas and techniques utilised to convey the message of the documentary.	Attempted analysis of the ideas and techniques utilised to convey the message of the documentary.	Some discussion of the ideas and techniques utilised to convey the message of the documentary.	Limited or no discussion of the ideas and techniques utilised to convey the message of the documentary.
Demonstrates an understanding of the purpose of the text	A sophisticated understanding of the purpose of the text and skilful judgement of the text.	A strong understanding of the purpose of the text and effective judgement of the text.	A clear understanding of the purpose of the text and an attempted judgement of the text.	A basic understanding of the purpose of the text and little evidence of judgement of the text.	Limited understanding of the purpose of the text and no evidence of judgement of the text.
Demonstrates the ability to compose a sustained essay response	Composes a sustained essay response that demonstrates use of features such as sophisticated introduction, sustained body paragraphs and sophisticated conclusion.	Composes a well developed essay response that demonstrates use of features such as well-developed introduction, strong body paragraphs and well-developed conclusion.	Composes a sound essay response that demonstrates use of features such as an introduction, body paragraphs and a conclusion.	Composes a basic essay response that demonstrates use of features such as an introduction, body paragraph/s and a conclusion.	Composes a limited essay response that may or may not demonstrate use of features such as an introduction, body paragraph and a conclusion.
Control of language – spelling, tense, punctuation, grammar, use of compound and complex sentences	Sophisticated language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and/or other grammatical features.	Sound language use – some minor issues in spelling, punctuation and other grammatical features – this may be in one area more than others.	Variable use of language language– increasing issues with language, may be focused on one or more areas – eg spelling and punctuation	Inconsistent use of language, across multiple areas which dramatically impedes meaning.

Comment:
