

YEAR 8 English Assessment 2: Response to TEXT

Context ESCAPE ROOM

Assessment Due Week 7 (Done in class 5 sessions)

In this assessment you will have watched the movie “Unstoppable”. This true story revolves around a series of decisions that allows a person to problem solve and escape Disaster by using wit and problem solving information.

This links to our context of ESCAPE ROOM and I will provide you with the main message/idea of **Courage, Strength, Problem Solving Abilities and Quick Thinking Skills.**

You will be asked to identify how this main idea is supported by visual and verbal techniques. You will link the main idea to our context and unpack techniques studied from this Visual Text.

In this assessment I will be evaluating your ability to:

- Identify how the film maker uses the main idea to support his message with visual and verbal techniques.
- Identify at least one verbal and two visual features with effect to support the main idea or message
- Write an explanatory essay in a style which is appropriate to audience and purpose.

You need to:

- carefully watch the movie and link the main message / idea and to our context.
- identify two visual and one verbal feature in the movie that supports the main idea
- write five paragraphs (each at least **200 words each**) in an explanatory essay using the SEXY / PEEL writing structure.
- Paragraph **One**How is the main idea (supplied above) linked to our context.
- Paragraph **Two**.... The visual technique used by the director isand this supports the main idea by
- Paragraph **Three**... Another visual technique used that supported the main idea was
- Paragraph **Four**....A verbal technique used was ...refer to music type, Tempo, Pitch etc
- Paragraph **Five** In conclusion we can sum up by
- you would need to use the SEXY / PEEL Structure in each paragraph.

Know's

KNOW: A text may have more than one purpose. Knowing about who created the text, and when and where, helps us understand its purpose or purposes.

KNOW: A text may have more than one audience. An audience's context influences its interpretations of the text.

KNOW: Structural elements can be arranged for deliberate effect to build up meaning across a text.

KNOW: How language features are used varies across time, place, and social contexts. Recognising this variation helps us analyse social roles, relationships, and power.

Learning intentions:

- We are DOING an essay by responding to a visual text by organising my own text so that my structures support my purpose/ meaning
- We are DOING an essay by revising and editing and proofreading the text to check the grammar, spelling, and punctuation
- We are DOING an essay that supports the main message by choosing language that is appropriate to the topic, audience, and purpose.

YEAR 8: Curriculum assessment writing rubric for all text types

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Understanding Text Conventions (incl Purpose and Audience)	You are working towards forming and communicating clear ideas in a text, using some conventions and characteristics (including verbal techniques) which are appropriate for the text's purpose and audience most of the time (Structures and conventions include visual techniques, verbal techniques, tone and register)	You have created a text that is relevant to the task, often including appropriate and deliberately selected structures and conventions which support the text's purpose and ideas (Structures and conventions include visual techniques, verbal techniques, tone and register)	You have created a text that is relevant to the task, consistently including appropriate and deliberately selected structures and conventions which are linked to the text's purpose and ideas (Structures and conventions include visual techniques, verbal techniques, tone and register)	You have created an effective text which conveys ideas and purpose through deliberate use of structures and conventions. (Structures and conventions include visual techniques, verbal techniques, tone and register)
Language Use [Vocabulary and Language Devices]	You are working towards using language and tone/style that shows a growing understanding of the needs of your audience and may include some language techniques	You have used interesting language (including some language techniques) and a writing style which is appropriate to your audience	You have started to control your use of interesting language/ language techniques relevant to your topic, as well as a writing style appropriate to your audience	You have deliberately used a wide range of language features effectively while sustaining a writing style which is appropriate to your audience
Accuracy in Writing	You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning.	You have made some errors in grammar, spelling and/or punctuation which may be intrusive at times , but readers can infer meaning.	You have made minor errors in grammar, spelling and/or punctuation. Meaning is consistently clear.	You have made few to no intrusive errors. Meaning is consistently clear.