TASK SHEET YEARS 7 – 10

Year: **Eight**   **Topic: Holiday Homework**

Student:	Teacher:	Date Due: Term 3 Week 1

Achievement Standards:

Receptive Modes: (reading, viewing)

Productive Modes: (writing, creating)

Achievement Standard focused on:

- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts
- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate

Time allocation: Two weeks during school holiday

Conditions: **Journals c**ompleted at home

Test completed in class

Weighting: 10%

Mark: **/ 40**

Teacher Comment:

Task

Part One

This task will form the resources you will need for the Holiday Homework Test which will be conducted on the first Friday of Week One of Term Three.

You will be expected to

1. Record events of any FOUR interesting or exciting days during your holiday
2. The record should take the form of a journal or diary.

Part Two

You will have to complete a test which will be conducted in class.

You will use the four journal entries as a resource for writing about your holiday.

The writing **can** take the form of

- an autobiography
- a biography
- a letter
- a newspaper report
- a film or drama script

To be assessed for this task you must submit:	YES	NO
a. Entries for three days or events		
b. Complete the Holiday Homework Test (Combined)		

Assessment Criteria

Unit of work	Maximum marks	Student achievement
Journal Days 1-4	10 marks	
Holiday Homework Test	30 marks	
Combined Total	40 marks	

The following rubrics can be used to guide assessment of the journal entries

Element	Mark
ALL entries reflect who, what, where, when, why	10
Three entries reflect who, what, where, when, why	8
Two entries reflect who, what, where, when, why	4
One entry reflects who, what, where, when, why	2

The following rubrics can be used to guide assessment of the test

Level	Mark	Task Achievement	Organisation	Language Usage
Excellent to very Good	9-10	Meets text type requirements including specified length Register and format consistently appropriate	Valid ideas organized effectively Variety of appropriate linking devices	Wide range of appropriate vocabulary and structures to express valid ideas efficiently Ambitious attempts at advanced, idiomatic language
Good	7-8	Some inconsistencies in text type requirements Register and format on the whole appropriate	Valid ideas organized clearly Suitable linking devices	Good range of appropriate vocabulary and structures Ambitious attempts at advanced language
Average	5-6	Several inconsistencies in text type requirements Reasonable, if not always successful, attempt made at appropriate register and format	Mainly valid ideas organized adequately Some simple linking devices	Moderate range of structures and vocabulary
Fair to Poor	3-4	Barely meets text type requirements Attempts at appropriate Register/Format are unsuccessful or inconsistent	Choppy; ideas organized inadequately Communication or purpose of writing sometimes obscured; repetitive Rare or incorrect use of linking devices	Limited range of vocabulary and structures; very simple
Poor to very poor	1-2	Hardly any or no valid ideas Does not meet text type requirements	Confusing; ideas disconnected; lacks logical sequencing No appropriate linking devices	Inadequate range of structures and vocabulary Lack of vocabulary obscures communication

Journal for Day 1

Date

Events
Describe who was involved; what happened; where this took place; why the events took place.

Journal for Day 1

Journal for Day 2

Date

Events
Describe who was involved; what happened; where this took place; why the events took place.

Journal for Day 2

Journal for Day 3

Date

Events
Describe who was involved; what happened; where this took place; why the events took place.

Journal for Day 3

Journal for Day 4

Date

Events
Describe who was involved; what happened; where this took place; why the events took place.

Journal for Day 4

Teaching Learning Focus:

Strand: **Literacy**

Sub- strand: **Creating texts**

Content Description/s:

<u>Create</u> imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate <u>(ACELY1736)</u>

Teaching Learning Focus:

Strand: **Literacy**

Sub- strand: **Creating texts**

Content Description/s:

Experiment with <u>text</u> structures and <u>language features</u> to refine and clarify ideas to improve the effectiveness of students' own texts<u>(ACELY1810)</u>

Please attach test to this task sheet