



Alexandria Park Community School

ENGLISH

NOVEL STUDY: APPLE AND RAIN

ASSESSMENT NOTIFICATION AND GUIDELINES 2020

Task #:	Book Review	Date of Task/ Due Date:	Monday 6 th April 2020 (Week 11, Term 1)	Total Marks:	25	Weighting:	25
Task Type:							

Outcomes to be assessed: responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A
thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C
demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-7D

Task Description:

Imagine you have been invited by a teachers' magazine to submit a review of the novel Apple and Rain to assess its suitability to be taught to year 8 students.

You must:

- ♦ **Compose** a 500 word review of the novel *Apple and Rain*
- ♦ Judge how well the novel has developed:
 - Plot
 - Characters
 - Setting
 - Themes
- ♦ **Evaluate** the way the novel has been written in terms of the language used, the imagery created and the effectiveness of the style of writing.
- ♦ Use the review scaffold attached to help you in the planning and drafting of your assessment.

Method of submission:

You may submit either a hard or electronic copy of this assessment task.

- Hard copies must be given to your classroom teacher in class on the due date
- Electronic copies must be submitted to the Year 8 2020 English Assessment Google Classroom in class on the due date. Classroom code: **74kkgcj**. *Please note: this is the same classroom that was used to submit assessment tasks last year when you were in Year 7.*

Criteria for assessing learning

You will be assessed on how well you:

- Evaluates the qualities of *Apple and Rain* and the impact on the reader
- Use language appropriate to audience, purpose and form
- Structure your writing according to the conventions of a book review

Super 6	<p>Summarising - A short summary is necessary for the review</p> <p>Making Connections- What personal connections did you make to the text? How did this shape your evaluation of the text? e.g. My experience of high school was similar/different to Apple's. or I couldn't relate to some of the experiences in the text because...</p> <p>Monitor- Students will have to be mindful readers. Students need to be more aware of language techniques such as similes. Some of the more "obvious" language features such as embedding poems in a narrative are a good start for any students who are struggling. We could mention how interesting it is that the novel has poems scattered throughout and how the author is using language in a different way to portray Apple's feelings.</p>
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Scaffold

Introduction	<p>Context</p> <p>What do I know about the text?</p> <ul style="list-style-type: none"> Title Author Year published Genre Brief summary of plot (don't give away the ending)
<p>Body Paragraphs</p> <p><i>Each paragraph should use the PEEL structure</i></p>	<p>Description and analysis of the text</p> <p>Describe and evaluate the following features of the novel. Each paragraph should focus on a different feature. Address how techniques have been used by the composer to communicate these features to the audience;</p> <ul style="list-style-type: none"> Characters Themes Setting Style
Conclusion	<p>Judgment</p> <ul style="list-style-type: none"> What is your opinion of the novel? Did the characters, plot and themes teach you anything about life? What audience would this novel be most suited to? Would you recommend it to other people?

Language Features:

A. Subject Specific Terminology: e.g. composer, responder, imagery, figurative language, setting, theme, context, perspective

B. Tense: Present

C. Person: Third

D. Word Choice: Formal register

Glossary

Compose: Write a structured novel review

Context: The range of personal, social, historical and cultural conditions in which is text is responded to and composed.

Evaluate: To form an opinion about the value of a feature within a text.

Formal register: A text that is composed using formal language.

Judge: To form an opinion after careful consideration.

Language techniques: Used by a composer to communicate the main themes of the text. Example; Metaphor, simile, symbolism, characterisation etc.

Review writing scaffold: A scaffold of a review is a template which is designed to guide and support your writing.

Setting: The place and/or time in which the story is set.

Style: The decisions made by the composer about the language techniques and structure of the novel. Example; linear, non-linear, voice, narrator etc.

Themes: Universal concepts within the novel.

Marking Criteria

Criteria	Grade
<ul style="list-style-type: none"> Evaluates a wide range of features of <i>Apple and Rain</i> and assesses the impact on the reader Effectively uses language appropriate to audience, purpose and form Effectively structures writing, using the conventions of a book review 	A
<ul style="list-style-type: none"> Evaluates a range of features of <i>Apple and Rain</i> and explains the impact on the reader Competently uses language appropriate to audience, purpose and form Competently structures writing, using the conventions of a book review 	B
<ul style="list-style-type: none"> Evaluates some features of <i>Apple and Rain</i> and identifies the impact on the reader Adequately uses language appropriate to audience, purpose and form Adequately structures writing, attempting to use the conventions of a book review 	C
<ul style="list-style-type: none"> Demonstrates understanding of the features of <i>Apple and Rain</i> Uses language with limited appropriateness to audience, purpose and form Attempts to structure writing according to the conventions of a book review and 	D
<ul style="list-style-type: none"> Identifies the features of <i>Apple and Rain</i> Uses an elementary understanding of language Limited attempt to structure writing 	E
<ul style="list-style-type: none"> Non-attempt, non-serious attempt 	N

Head Teacher Signature:

APCS Assessment Policy

On receiving this notification students will be asked to sign an assessment task/ schedule acknowledgement register. Students will also sign the same register when they submit work on due date. Notification will also be posted on google classroom by your teacher.

It is the responsibility of the student to be present for ALL assessment tasks. If a student is absent from an assessment task it is the responsibility of the student to notify the school and their teacher of their absence via phone or email prior to the commencement of the task. Failure to do so may result may result is loss of mark or a zero marks.

Eligibility of the student to be permitted to attempt a substitute task will be determined by the Head Teacher. Students should be prepared to do this substitute task **immediately** on their return to school. The HT ENGLISH, Jane Ryan, can be contacted at jane.ryan@det.nsw.edu.au.

Faculty Name/Course Name – Assessment Task 1

Due Date of Task:

I acknowledge that I have received the assessment task notification for assessment task #.

I have read and understand the requirements of this task.

STUDENT NAME	DATE TASK RECEIVED	STUDENT SIGNATURE	DATE TASK SUBMITTED	STUDENT SIGNATURE
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