

ASSESSMENT TASK

Year 9
Core Topic: Everybody was Kung Fu Fighting

Task No:	3	Task Type:	Critical response
Task Weighting:	25 %	Due Date:	Tuesday 18 September (Term 3 Week 9) Period 1

Outcomes Assessed

Syllabus Outcomes:

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

EN5-6C investigates the relationships between and among texts

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

Literacy Continuum Focus:

- Creates a range of coherent texts for imaginative, informative and persuasive purposes.
- Explores challenging ideas and ethical dilemmas.
- Constructs texts that have a variety of well developed, effective sentences for clarity and coherence.
- Consolidates an increasing repertoire of comprehension strategies.
- Draws on widening personal and textual experience and knowledge to make meaning of texts.

TASK

You will compose an essay in class under test conditions in response to the essay question below. You will have time to prepare for this response in class and at home, but will compose the essay in timed conditions on the due date.

Question

How has the composer of the film you have studied used wuxia pian codes and conventions to engage the audience and create meaning?

CONDITIONS

You will have 60 minutes writing time on the due date.

You may use the essay scaffold attached on the day. You may only handwrite in the scaffold boxes. The scaffold sheet can only include quotes and brief points, **no full sentences**. This page must be handed in with your response.

Your essay should be written in paragraphs and use correct essay structure, including an introduction, body, and conclusion.



Structured

Using the scaffold given in class, write an essay in response to the above question. Your response should be between 300 and 500 words. Make sure you include evidence from the film studied in class, discuss the composer's use of wuxia pian codes and conventions and how they are used to engage the audience and create meaning.

Core

Using the scaffold given in class write an essay in response to the above question. Your response should be between 500 and 700 words. Make sure you include evidence from the film studied in class, analyse the composer's use of wuxia pian codes and conventions and how they are used to engage the audience and create meaning.

Extended

Using the scaffold given in class, write an essay in response to the above question. Your response should be between 600 and 800 words. Make sure you include evidence from the film studied in class, evaluate the composer's use of wuxia pian codes and conventions and how they are used to create meaning.

Marking Criteria: Genre Taxonomy

LEVEL	Structured, Core, Extended				Core, Extended	Extended
	0	1	2	3	4	5
Responding to the question	Non-serious attempt	<ul style="list-style-type: none"> No line of argument Little or no attempt to support ideas 	<ul style="list-style-type: none"> Restates question/presents a vague/unclear line of argument Insufficient, uncertain and or irrelevant information presented 	<ul style="list-style-type: none"> Presents a general line of argument that attempts to engage the question Adequately supports arguments with textual evidence – may fall into description 	<ul style="list-style-type: none"> Presents an effective line of argument that engages with the question Supports argument with textual evidence and makes connections between texts 	<ul style="list-style-type: none"> Presents and sustains a highly effective line of argument that engages with the question Thoroughly supports argument with textual evidence and makes perceptive connections between texts
Knowledge of Wuxia Pian	Non-serious attempt	<ul style="list-style-type: none"> Little or no knowledge of the text presented Does not include textual features 	<ul style="list-style-type: none"> Attempts to identify the composer's use of wuxia genre codes and conventions - may be inaccurate Describes/retells the text/demonstrates a limited understanding of how the language of film is used to create meaning 	<ul style="list-style-type: none"> Clearly identifies and accurately discusses the composer's use of wuxia pian codes and conventions Demonstrates a sound understanding of how the language of film is used to create meaning 	<ul style="list-style-type: none"> Effectively analyses the composer's use of wuxia pian codes and conventions Demonstrates a highly effective understanding of how the language of film is used to create meaning and engage the audience 	<ul style="list-style-type: none"> Effectively evaluates the composer's use of wuxia pian codes and the conventions Demonstrates a perceptive understanding of how the language of film is used to create meaning and engage the audience

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ACHIEVEMENT THROUGH ENDEAVOUR

<p>ORGANISATION (form and structure) the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence</p>	<p>Non-serious attempt</p>	<p><u>Little to no structure:</u></p> <ul style="list-style-type: none"> • No clear sense of an evolving argument or arrangement of ideas • Introduction, body and/or conclusion may not exist or may need major revision • No closure 	<p><u>Weak structure:</u></p> <ul style="list-style-type: none"> • Parts of the argument don't hold together (ideas jump around) • Introduction, body and/or conclusion need some revision • Limited closure 	<p><u>Developing Structure:</u></p> <ul style="list-style-type: none"> • Uses structure to arrange ideas to strengthen line of argument • Satisfactory introduction • Conclusion restates thesis and attempts to give closure 	<p><u>Appropriate structure:</u></p> <ul style="list-style-type: none"> • Engaging introduction that articulates a thesis • Adequate sequencing of ideas based on purpose and linked to thesis • Conclusion reinforces thesis and gives closure 	<p><u>Highly Effective Structure:</u></p> <ul style="list-style-type: none"> • Strong, engaging introduction that clearly articulates a thesis • Effective sequencing of ideas relating back to thesis • Conclusion is highly effective, reinforces thesis and gives closure to argument
<p>Conventions: the extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalisation, and grammar</p>	<p>Non-serious attempt</p>	<ul style="list-style-type: none"> • Elementary control of sentence construction • Frequent faults in grammar 	<ul style="list-style-type: none"> • Limited control of sentence construction • Variable control of grammar • Variable textual cohesion achieved through limited use of referring words, text connectives and conjunctions 	<ul style="list-style-type: none"> • Satisfactory control of sentence construction • Meaning created through satisfactory control of grammar • Satisfactory textual cohesion achieved through some use of referring words, text connectives and conjunctions 	<ul style="list-style-type: none"> • Controlled and varied sentence construction • Meaning created through mostly consistent use of correct grammar • Competent textual cohesion achieved through effective use of referring words, text connectives and conjunctions 	<ul style="list-style-type: none"> • Controlled and deliberately varied sentence construction • Clear meaning created through consistent use of correct grammar • Strong textual cohesion achieved through highly effective use of referring words, text connectives and conjunction

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ACHIEVEMENT THROUGH ENDEAVOUR

<p>Sentence structure and Cohesion</p> <p>Vocabulary</p>	<p>Non-serious attempt</p>	<ul style="list-style-type: none"> • Vocabulary is very limited • Language may be inappropriate 	<ul style="list-style-type: none"> • Vocabulary is limited or uses words repetitively or incorrectly 	<ul style="list-style-type: none"> • Response comprises mainly common/everyday vocabulary used appropriately 	<ul style="list-style-type: none"> • Response uses appropriate vocabulary and language • Demonstrate control of language 	<ul style="list-style-type: none"> • Uses a range of precise and appropriate vocabulary and language which goes beyond the everyday • Demonstrates a sophisticated control of language
<p>Punctuation and spelling</p>	<p>Non-serious attempt</p>	<ul style="list-style-type: none"> • Elementary use of conventions • Frequent faults affect meaning 	<ul style="list-style-type: none"> • Limited use of conventions • Frequent faults in applying conventions 	<ul style="list-style-type: none"> • Inconsistent use of conventions (ability to apply conventions varies) 	<ul style="list-style-type: none"> • Competent use of most of the conventions (almost always correct, allowing for a lapse in ONE area) 	<ul style="list-style-type: none"> • Competent use of ALL conventions • Complex and varied vocabulary spelt accurately and less common punctuation marks used effectively