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| Year: 7 | Unit: 4 | Subject: English |
| **Learning Intention:** | To be able to communicate an analysis of character and character relationships from the novel ‘Whale Boy’.  |
| **Success Criteria:** | * I can analyse a range of characters in ‘Whale Boy’
* I can analyse a range of character relationships in ‘Whale Boy’
* I can create a contention, arguments and provide evidence to support these in an essay form.
* I can write an essay following an essay structure.
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| **What do I need to submit?** | A completed hand written **essay** in response to a question on ‘Whale Boy’.  |
| **When is this due?** | POD AEF: **Session 1:** Tuesday 10th Nov **Session 2:** Thursday 12th NovPOD BCD: Session 1: TBA Session 2: TBA |
| **When will I complete this CAT?** | You will complete this CAT **at school**, in test conditions during **two separate English classes**. (total 180mins)You may bring in a completed plan of the essay and notes on the handout provided.  |
| Instructions for task |
| 1. **Complete the ‘Essay Cheat Sheet’** planning document in the preparation classes before the in class CAT.2. In test conditions **write your essay,** you will use your ‘Essay Cheat Sheet’ to help you. 3. Take photos of your essay and **submit to Study Turf.**4. Submit both your cheat sheet and finished **essay in hard copy** to your teacher |

CAT TASK SHEET

How will I be marked?

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|  | Well below expected level | Below expected level | At expected level  | Above expected |
| Understanding and analysis of ‘Whale Boy’ | A poor understanding of some of the plot, key ideas, characters and character relationships is shown. | A basic and mostly literal understanding of most of the plot, key ideas, characters and character relationships is shown. | A good inferential understanding of the plot, key ideas, characters and character relationships is shown. | A sophisticated inferential understanding of the plot, key ideas, characters and character relationships is shown. |
| Creation of contention and supporting arguments | A weak contention is presented with irrelevant or similar arguments.  | A segmented contention is presented with some differing arguments. | A solid contention with relevant supporting arguments is presented.  | The contention presented has supporting arguments that communicate an evaluative understanding of the novel. |
| Response to essay question | Little or no relevance to the essay question is made or explored.  | Some key ideas from the essay question are addressed and explored. | All ideas presented in the question are responded to in a meaningful manner.  | The complexity of the ideas presented in the essay question are explored and responded to. |
| Structure of essay | The essay has no introduction or conclusion. | The essay has either an introduction or conclusion. | The essay has an introduction and conclusion.  | The essay follows a logical structure of an introduction, and conclusion that supports the contention.  |
| Structure of Body paragraphs | Some aspects of TEEL have been used across the essay. | TEEL has been mostly used in all body paragraphs to support the communication of ideas. | TEEL has been used in all body paragraphs to support the communication of ideas. | TEEL has been manipulated, using multiple evidence or explanation to communicate and explain complex ideas.  |
| Use of evidence | Some quotes are used throughout the essay with little relevance.  | Quotes are used to support some ideas.  | Relevant quotes are used to support arguments.  | Relevant quotes are used to support all ideas and analysis. |
| Written communication | Communication of ideas is not clear due to incorrect grammar and spelling.  | Some communication of ideas is not clear due to incorrect grammar and spelling. | The essay is well written with little grammatical errors.  | The essay is well crafted to communicate analysis and contention.  |