



## English Department Year 8

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Due Date:** 27 March 2014

**Units:** What does our language say about us and how do we combine the old and the new in narrative texts?

**Genre:** Imaginative Written – Text Adaptation

### CONTEXT:

This term, you have learnt about how language and identity are related, and how the way we use language can identify us with different groups and communities. Language can also help us to express our individuality or conceal ourselves. You have also learnt about how when creating new texts, we draw on existing texts. You learnt how an author might adapt a text to make something new.

### PURPOSE:

- to engage and entertain
- to demonstrate your language skills, including the use of Australian colloquial language
- To demonstrate your understanding of how to adapt a text

### TASK:

You are to adapt the novel, *Red Dog*, to a children's story book. You must take the language, characters and plot devices provided by the author and adapt these to the format of a children's picture book. Your picture book may cover the entire *Red Dog* journey, or may focus on just one part of Red Dog's life presented in the novel. You must demonstrate a detailed understanding of the novel's language style, characters and events. Your picture book must also contain appropriate language and images for young readers.

### CONDITIONS & GUIDELINES:

- You will be required to work on this task both in class and at home.
- You must write at least 300 words, but should not write more than 500 words.
- Your picture book should be a minimum of 10 pages in length.
- You must include illustrations with your story (these can be digital or hand drawn).
- You can complete your story by hand, or digitally.
- If you are using a digital option, you may use a number of online programs or apps. The only requirement is that you are able to submit your story to your teacher as a file they can view or a hyperlink.
- You are required to complete a plan for your story in the form of a storyboard, and a draft of your text. These are both to be checked by your teacher before completing the final picture book.

MONITORING REQUIREMENTS AND DATES:	DATE DUE	SIGNATURE
Plan (storyboard)	Week beginning 10 March	
Draft of text	Week beginning 17 March	
Final picture book	27 March	

### **REQUEST FOR EXTENSION – Written and Spoken Assignments**

If illness, family circumstances or other difficulties will prevent you from presenting your assessment on the due date, you must explain this if seeking an extension. Extension/absence on the due date on the grounds of a medical issue must be supported by a medical certificate (Years 11 and 12) or communication from home to the class teacher (Years 7 to 10). In all cases, a parent or guardian must support the request by providing their signature in the relevant space below.

If work is completed systematically in class, there should be no need for extensions; however, if mitigating circumstances occur you must see Mr Collins, **after seeing your class teacher**. Extensions must be authorised by the Head of English AT LEAST **3 days** prior to the due date. Please refer to the Student Diary for information regarding the Assessment Procedures.

If work is not submitted/presented on the due date and you are at school, then your draft/attempt will be graded. If no draft exists, and if you do not make an attempt, you will be required to write/present your response in class and that effort will be graded. Other reprimands may be enforced according to the School's Pastoral Care Flow Chart. This will be at the discretion of the HoD and/or classroom teacher.

#### **Reason for Request:**

Date of proposed submission/presentation:

Student's Signature:

Parent's Signature:

Date:

**Teacher's Notes:** *Effort in class to date:* Excellent  Very Good  Good  Satisfactory

Unsatisfactory  *Effort beyond the classroom:* Satisfactory  Unsatisfactory

Supports extension: Yes  No

Additional information:

**Head of Department:** Extension Approved Yes  until: \_\_\_\_\_ No

Comments:

### **DECLARATION OF ORIGINALITY:**

I, \_\_\_\_\_, declare the work presented in this assignment task is, to the best of my knowledge and belief, original and my own work, except as I have acknowledged within the text.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Years 8 standard elaborations: English

			A	B	C	D	E	
<b>The folio of student work has the following characteristics:</b>								
<b>Understanding and skills Dimensions</b>	<b>Receptive modes</b>	<b>Evidence of listening, reading, viewing</b>	<b>Ideas and information in texts</b>	Discerning analysis of relevant ideas, information and evidence from the novel <i>Red Dog</i> to produce a picture book	Effective analysis of relevant ideas, information and evidence from the novel <i>Red Dog</i> to produce a picture book	Analysis of relevant ideas, information and evidence from the novel <i>Red Dog</i> to produce a picture book	Explanation of ideas, information and evidence from the novel <i>Red Dog</i> to produce a picture book	Identification of ideas and information from the novel <i>Red Dog</i>

		A	B	C	D	E	
<b>The Folio of student work has the following characteristics:</b>							
<b>Understanding and skill dimensions</b>	<b>Productive modes</b> <b>Evidence of speaking, writing, creating</b>	<b>Ideas and information in texts</b>	Discerning selection, organisation and synthesis of a variety of relevant ideas and information from the novel <i>Red Dog</i> for use in a picture book	Effective selection, organisation and synthesis of a variety of relevant ideas and information from the novel <i>Red Dog</i> for use in a picture book	Selection, organisation and synthesis of a variety of relevant ideas and information from the novel <i>Red Dog</i> for use in a picture book	Selection and combination of ideas from the novel <i>Red Dog</i> for use in a picture book	Statement of ideas and information
		<b>Text structures</b>	Discerning use of the picture book structure to achieve different purposes and effects	Effective use of the picture book structure to achieve different purposes and effects	Use of the picture book structure to achieve different purposes and effects	Use of aspects of the picture book structure for different purposes	Use of aspects of the picture book structure
		<b>Language features</b>	Discerning use of a range of grammatical structures and vocabulary to achieve purposes and effects relating to picture books and the use of Australian language	Effective use of a range of grammatical structures and vocabulary to achieve purposes and effects relating to picture books and the use of Australian language	Use of a range of grammatical structures and vocabulary to achieve purposes and effects relating to picture books and the use of Australian language	Use of grammatical structures and vocabulary for purposes relating to picture books and the use of Australian language	Use of a narrow range of grammatical structures and vocabulary relating to picture books and the use of Australian language
			Discerning use of a variety of textual and language features to achieve different purposes and effects: • written features <sup>1</sup> • visual features <sup>2</sup>	Effective use of a variety of textual and language features to achieve different purposes and effects: • written features • visual features	Use of a variety of textual and language features to achieve different purposes and effects: • written features • visual features	Use of textual and language features that vary in suitability: • written features • visual features	Use of textual and language features that impede meaning: • written features • visual features

<sup>1</sup> For example: punctuation and spelling

<sup>2</sup> For example: graphics, still and moving images

**Teacher Comments:**


**Teacher signature:**

**Date:**

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