

## Coffs Harbour High School Year 8 Character Assessment Task 2009

- Task:** Analyse a key character in the novel OR film you have studied this term.  
**Date due:** Thursday, Week 7, Term 3  
**Unit:** Novel/Film Genre Study  
**Task Type:** In class, Across the form

### Task:

1. In class you have been studying a novel or film. In this task you are asked to choose one of the key characters in your studied text and write a description of that character. Your description should include what he/she looks like, their personality, relationships with other characters, how they grow/change over the course of the story and what is their purpose in the story.
2. With your character description you are to identify THREE techniques used in the novel/film to convey particular aspects of the character and give an example for each to support your selection. For those studying a novel the techniques could include: dialogue, adjectives, adverbs, symbolism, repetition etc. For those studying a film, these techniques could include: camera shots, camera angles, music, costuming, dialogue, symbolism and lighting.

### Method:

### Tick when completed

1. Read the novel and complete all class work OR Study the film and complete all class work.
2. Decide on which character you are going to describe.
3. Make notes on each of the required aspects – looks, personality, relationships, growth and purpose/role.
4. Think about HOW you know those things about the character. What techniques (such as listed above) helped you to understand the character? Find an example in the novel or film for each of the three techniques you choose to use.
5. Write up a practice character description. Allow time for it to be checked by your parents and/or teacher so as to identify any errors e.g. content, spelling, grammar and punctuation.
6. Reread the marking rubric – have you included everything you need? If yes, go to step 7, if not go back to step 5 and improve your response.
7. Write up your plan (1 page scaffold provided) ready to write up the task in class on the due date.

### Materials:

- Novel or film
- Class notes
- Planning Scaffold
- Pen and paper

### Outcomes to be assessed:

- responds to and composes texts for understanding, interpretation, critical analysis and pleasure
- uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts
- makes informed language choices to shape meaning with accuracy, clarity and coherence
- thinks critically and interpretively about information, ideas and arguments to respond to and compose texts

## Year 8 Character Description – Planning Sheet

<b>Focus Area</b>	<b>Planning Notes – Dot points only!</b>
<b>Physical Description</b>	
<b>Personality</b>	
<b>Relationship with others</b>	
<b>How they grow/change in the story</b>	

<b>Purpose in the story – what do we learn from them?</b>	
<b>Technique 1</b>	
<b>Technique 2</b>	
<b>Technique 3</b>	

## Year 8 Character Description – Marking Rubric

CATEGORY	A	B	C	D	E
<b>Character</b>	Shows a full understanding of the character across all focus areas. Uses many reasons and examples to support their opinion.	Shows a good understanding of the character across all focus areas. Uses quite a few reasons and examples to support their opinion.	Shows a sound understanding of the character but might not cover all focus areas in enough/equal depth. Uses some reasons and examples to support their opinion.	Shows a basic understanding of the character but doesn't cover all focus areas. Uses one or two reasons and examples to support their opinion.	Does not seem to understand the character very well with little to no attempt to look at the focus areas. Gives no reasons or examples to support their opinion.
<b>Techniques</b>	Identifies 3 appropriate techniques, gives an effective example for each and thoroughly explains the effect of the technique.	Identifies 3 appropriate techniques, gives an example for each and explains the effect of the technique.	Identifies 3 techniques, gives an example for each and attempts to explain the effect but might not always explain clearly or fully enough.	Identifies at least 2 techniques, gives an example for each but does little, if any, explanation of the effect.	Identifies 1 technique at least but no example and no explanation of effect.
<b>Structure</b>	Material is very well organised using effective WHY paragraphs – might integrate the two tasks but not compulsory	Material is well organised using WHY paragraphs.	Material is soundly organised with a consistent attempt to use WHY paragraphs.	Material is basically organised, little or no use of the WHY.	Very poor organisation – all lumped into one paragraph.
<b>Mechanics of Writing</b>	Sophisticate use of language conventions – spelling, punctuation and grammar. A couple of minor errors, if any.	Very good use of language conventions – spelling, punctuation and grammar. A few minor errors.	Sound use of language conventions – spelling, punctuation and grammar. Errors but they do not affect meaning.	Basic use of language conventions – spelling, punctuation and grammar. Many errors that do affect meaning.	Limited use of language conventions – spelling, punctuation, and grammar. Many errors that significantly affect meaning.

**Comment:**