



Condobolin High School

Notification of an Assessment Task



Name and Type of Task: Diary Entry - Coach Carter

Year: 10

Subject: PDHPE

Task Number: 1

Date Issued: Week 7, Term 1, 2024

Date Due: 10 B PDHPE - Period 2 Wednesday
27th March, Term 1 2024
10 A PDHPE - Period 1 Thursday 28th March,
Term 1 2024

Total Marks: 10

Weighting: 30%

Class Teacher/s: Mrs Worland

Head Teacher: Mr Small

Submission Instructions – Submit in hard copy to Mrs Worland or digital copy to laura.worland@det.nsw.edu.au on or before the due date indicated.

Task Context:

In this unit you have viewed and studied the main themes and characters in the film Coach Carter. In this task you will be required to use your knowledge of one of the main characters in this film to write a diary entry as if you were the character you choose.

Syllabus Content:

PD5-1: assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-3: analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Task Description:

Choose 1 of the following characters from the film Coach Carter;

- Timo Cruz
- Kenyon Stone
- Junior Battle
- Jason Lyle
- Coach Ken Carter

Pretending you are the character you have chosen, you are required to write ONE diary entry recalling the experiences and challenges they have faced in the film.

Your diary entry needs to include;

- Date
- Correct diary entry structure (intro, story, sign off/exit)
- Be written in first person as if you are the character writing

- Be based on a challenging experience faced by the character in the movie. Remember to analyse how the character feels and the effect it has had on them, their relationships, their lives, their future and who influences them and how they have overcome this challenge. You also need to justify the character's decision of how they responded to the challenge they faced.

Your diary entry can be handwritten or typed. Use the Diary Entry Scaffold and example attached and the examples given in class to assist you.

Criteria for Assessing Learning:

You will be assessed on your ability to:

- present information in correct format
- analyse challenging experiences and their implications
- justify decision making processes

Key Verbs:

Analyse: Identify components and the relationship between them; draw out and relate implications

Justify: Support an argument or conclusion

Marking Guidelines:

Description	Marks
<ul style="list-style-type: none"> ● Accurately recalls a relevant challenge experienced by a main character in the film ● Uses all features of a diary entry ● Provides a wide range of impacts and the related implications of the identified challenge ● Justifies the character's decision making process through a wide range of relevant supporting arguments 	9-10
<ul style="list-style-type: none"> ● Accurately recalls a relevant challenge experienced by a main character in the film ● Uses most features of a diary entry ● Provides a range of impacts and the related implications of the identified challenge ● Justifies the character's decision making process through a range of relevant supporting arguments 	7-8
<ul style="list-style-type: none"> ● Recalls a relevant challenge experienced by a main character in the film ● Uses some features of a diary entry ● Provides some impacts and related implications of the identified challenge ● Justifies the characters decision making process with some relevant supporting arguments 	5-6
<ul style="list-style-type: none"> ● Recalls a challenge experienced by a main character in the film ● Uses few features of a diary entry ● Describes the challenge faced and how it was overcome by a main character ● Describes the characters decision making process to overcome the challenge 	3-4
<ul style="list-style-type: none"> ● Provides some information about a character in the film ● Presented in non diary format 	1-2

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|---|--|
| <ul style="list-style-type: none">• Identifies the challenge faced by a main character• Identifies strategies used to overcome the challenge | |
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Personal Recount - Model Text

My First Snorkelling Adventure

Last summer holidays my family went to beautiful Lady Elliott Island on the Great Barrier Reef. The highlight of the trip for me was going snorkelling, because I got to swim with turtles!

At first I found it hard to breathe through the snorkel. I swallowed a few mouthfuls of salty water and my mask misted over. But once I got the hang of things it was amazing!

I discovered a whole new world beneath the surface of the lagoon. Shoals of colourful fish chased each other or floated majestically through columns of coral. Anemones waved their feathery arms at me. Stripy purple and black clams opened wide then snapped shut as I passed over the top of them.

Suddenly I saw them. Turtles! A whole group of them, using their strong flippers to power through the water. One of them swam towards me and looked me in the eye. I stroked its tawny shell, then we swam together through the crystal clear water.

Swimming with turtles is the best thing that has ever happened to me. I can't wait to go back to the island so I can go snorkelling again.

← Title that tells the reader what the recount is about.

← Opening paragraph to set the scene including who, what, when, where and why.

← Series of events in the order they happened.

← An ending comment that shows how the writer feels about the event.

Textual Features:

Use of first person pronouns.

Use of time connectives.

Use of adjectives and adverbs to add detail and make the recount more interesting to read.

Use of past tense verbs.

Use of strong verbs to give a visual sense of the event.

Varied sentence length to build suspense and add detail.

Personal Recount - Scaffold

Recounts describe experiences by presenting a series of events in the order in which they occurred. There are three types of recounts: factual, such as a news story or eyewitness account; procedural, where you describe how you made something; and personal, where you relate an event such as a family holiday or celebration. Their formats include newspaper articles, diary entries, reports, letters and emails.

<p style="text-align: center;">Title</p> <ul style="list-style-type: none">• Reflects the content of the text (letters and diary entries don't need titles).
<p style="text-align: center;">Orientation (opening paragraph)</p> <ul style="list-style-type: none">• Provides background information - who, what, when and where - to help the reader place the events in time and place.• Captures the reader's interest.
<p style="text-align: center;">Body (following paragraphs)</p> <ul style="list-style-type: none">• Presents a series of events in chronological order.• If it is a personal recount, you may want to comment personally on the events as you write about them.
<p style="text-align: center;">Conclusion</p> <ul style="list-style-type: none">• Wraps up the recount.• May include what the writer felt, thought or decided about what happened.

Textual Features

- Write in the past tense.
- Use nouns and pronouns to identify people, animals or things involved in the events.
- Use descriptive language with good use of adjectives and adverbs.
- Use conjunctions and time-connective words to link events (e.g. 'as soon as', 'then', 'eventually', 'next' and 'a few moments later').
- Use strong action verbs to give a visual sense of the events (e.g. 'stampeded', 'thrashed' and 'floated').
- Vary sentence length. Use short sentences to increase tension, and follow these with longer ones to provide contrast and detail.

Title

Orientation (who, when, where, what, why?)

Events in time order:

1:

2:

3:

4:

5:

Concluding statement or ending:

Personal Recount - Assessment Grid

	Y	N
General		
The title reflects the content of the story.		
Detailed information of events recounted has been included.		
Descriptive language such as adjectives and adverbs has been used to create images in the reader's mind.		
Personal feelings about the events have been included.		
The writing flows in a logical and ordered sequence.		
First person pronouns are used.		
Past tense verbs are used.		
Orientation		
The scene is set and useful background information is provided.		
Information about who, when, what, where and why is included.		
Body		
Paragraphs contain an account of events in the order they occurred.		
Time connectives are used such as: 'first', 'second', 'next', 'then', 'eventually' and 'finally'.		
Names of people, places and things involved in the events are used.		
Nouns, verbs, adverbs and adjectives are used to outline the events in detail.		
Conclusion		
No new events are introduced.		
A summary or ending comment brings the recount to its conclusion.		
A personal opinion including thoughts and feelings about the events that happened is included.		