

Task for *How to Bee*

Two-part rich assessment task

Imagine that you work for a successful casting agency. Your job is to hire the best actors for particular roles. You have been approached by a movie director who is planning on turning the novel *How to Bee* into a film aimed at a young audience aged between 10 and 13.

Your task

Select a specific event in the novel and write a script for the audition. You will hand in **TWO parts** for this assignment:

- A. Select a key event from the story that you will base your script upon. Explain the reason for your choice. In your explanation, refer to the author's craft and how the character and themes are developed through the setting and language used.
- B. Use the information presented from your selected event to write the script.

The **stage directions**, **setting** and **dialogue** must demonstrate and enable the actress to capture:

1. Peony's personality
2. Peony's interaction with other characters
3. at least ONE theme from the novel

Extension task

Think about the actors in your favourite films/TV shows. Who would you invite to audition? What is it about their acting that would make them a perfect fit for the role of Peony? Explain your reasons by referring to other films/TV shows that the person has acted in.

Assessment rubric A: explanation

	Working towards the standard	Working at the expected standard	Working above the standard
Explanation	<p>Information presented as statements with some relevant evidence.</p> <p>Straightforward reasons provided as to why this would be suitable for a script.</p>	<p>Information and ideas are presented in a logical order and the reader can follow the reasons for this choice of event.</p> <p>The reasons show how this event will capture the character within the script.</p>	<p>Information and ideas are presented succinctly. There is evidence of cause and effect by referencing and linking ideas to other events within the novel.</p> <p>The explanation shows a clear link between the event and the novel as a whole.</p>
Identifying directly-stated information	<p>Able to scan and select directly-stated information connected to character, and some ideas connected to setting and theme, in a set paragraph.</p>	<p>Able to scan and identify links and ideas between directly-stated information across a number of sentences and/or paragraphs within a chapter, and an attempt to do so across the novel.</p>	<p>Able to identify the ideas and themes evident across directly-stated information, and make strong links between paragraphs within the novel.</p>
Making inferences	<p>Identify clues within a text, mainly through identifying vocabulary and ideas linked to theme.</p> <p>Beginning to explain how language such as adjectives and verbs give clues about the character.</p>	<p>Identify with some interpretation of information related to character, specifically:</p> <ul style="list-style-type: none"> • Character's actions and behaviour • Character's feelings <p>Can identify figurative language, such as similes, and provide some explanation of how these are used to create character.</p>	<p>Synthesise directly-stated and inferred information related to:</p> <ul style="list-style-type: none"> • Character's actions and behaviour • Character's emotions and feelings <p>Can identify more complex figurative language, such as metaphors and extended metaphors, and how these are used to create character.</p>

Assessment rubric B: script

	Working towards the standard	Working at the expected standard	Working above the standard
Text structure	<p>Planning is incomplete.</p> <p>Some elements of a script, e.g. character names, setting.</p>	<p>Evidence of planning and use of keywords. Students identify the event they are going to base their script on.</p> <p>Elements of the script are mostly present and contain:</p> <ul style="list-style-type: none"> • Setting • Characters • Stage directions • Dialogue 	<p>Evidence of planning and a list of words selected for effect. Students select specific quotes linked to the event their script is based upon.</p> <p>Elements of the script are all present and contain:</p> <ul style="list-style-type: none"> • Setting • Characters • Stage directions • Dialogue • Suggestions for set design and music that match the scene
Content	<p>Shows some understanding of the theme, setting and characters.</p> <p>The script is a straightforward recount of an event from the novel.</p> <p>Examples given may be incomplete or not relevant to the topic.</p> <p>Ideas are not well-developed.</p>	<p>Shows a clear, developed understanding of the theme, setting and characters.</p> <p>The character's dialogue and actions reflect key occurrences from the event in the novel, but these may be general or basic.</p> <p>The audience can recognise the character and has some connection.</p> <p>Ideas are relevant and mostly linked to the novel with evidence of the theme.</p>	<p>Shows a sophisticated understanding of the theme, setting and characters.</p> <p>The character's dialogue and actions reflect the key events of the novel and this is sustained throughout.</p> <p>The character has a strong presence and the audience makes a connection with them.</p> <p>The event is shown through the script rather than told.</p> <p>All ideas are relevant to the novel and explore its themes.</p>
Spelling, grammar, vocabulary	<p>Simple language is used.</p> <p>Errors in spelling and grammar.</p>	<p>Mostly simple language is used that still achieves the purpose.</p> <p>Some examples of specific vocabulary for effect.</p> <p>Errors in spelling and grammar may be present.</p>	<p>Uses a variety of interesting and precise vocabulary.</p> <p>Explores the use of informal language (e.g. slang) to create character.</p> <p>Mostly accurate spelling and grammar throughout.</p>