 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10 Task 3**

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| **Student: Teacher: Ms J &**  **Ms Smith Date Due:** 17/05 |
| **Assessment Type:** Writing  **Task 3:**. Complete the booklet: Shakespeare’s World  Use the internet to research the era so that information on the timeline is correct.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| The booklet | Week 5 |  |  |
| Page 11 must have your written response on a separate page | Week 5 |  |  |

Teacher Comment:

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| WRITING  Interpreting | Develops a detailed interpretation of a text and draws on textual and contextual aspects to evaluate interpretations which differ from their own. | Develops and justifies their own interpretation of a text, taking into consideration the way that textual and contextual details may lead others to interpret texts in differing ways. | | Develops and justifies their own interpretation of a text. | Develops a logical interpretation of a text. | Does not meet the requirements of a D grade. |
| Explores implied and explicit assumptions, values and beliefs reflected in a text. | Describes implied and explicit assumptions, values and beliefs reflected in a text. | | Identifies explicit assumptions, values and beliefs reflected in a text. | Identifies common stereotypes reflected in a text. |  |
| Use of evidence | Makes discerning choices about evidence and analyses it to support or challenge interpretations. | Chooses and analyses relevant evidence from a text to support their own and others’ interpretations. | | Analyses evidence used to support their own and others’ interpretations. | Identifies evidence to support their own and others’ interpretations of texts. | Does not meet the requirements of a D grade. |
| Explores their own wider viewing to evaluate and make relevant links to a text. | Considers aspects of their own wider viewing when evaluating a text. | | Refers to their own wider viewing when responding to a text. | Makes simple links from one text to another. |  |
| Spelling | Consistently spells complex and technical terminology accurately when creating and editing a text. | | Spells complex words correctly when creating and editing a text. | Accurately uses spelling when creating and editing a text. | Generally spells words correctly  when creating and editing a text. | Does not meet the requirements of a D grade. |  | Does not meet the requirements of a D grade. |
| Punctuation | Manipulates and correctly uses a variety of complex punctuation when creating and editing a text. | | Uses a variety of complex punctuation correctly when creating and editing a text. | Accurately uses punctuation when creating and editing a text. | Uses mostly correct punctuation  when creating and editing texts. | Does not meet the requirements of a D grade. | Does not meet the requirements of a D grade. |
| Editing | Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling, grammar and punctuation, with an awareness of the purpose, audience and context of the text. | | Monitors and edits own work effectively for accuracy of vocabulary, spelling, grammar and punctuation, and to achieve specific effects. | Edits vocabulary, grammar, spelling and punctuation to improve clarity. | Identifies most errors in punctuation,  spelling or word choice, and attempts  to rewrite words or insert punctuation. | Does not meet the requirements of a D grade. | Does not meet the requirements of a D grade. |