 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10 Task 9: The Novel**

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| **Student: Teacher: Ms. Pauley Date Due:** Week 8 T3  **Ms. J**  **Mr. Payne** |
| **Assessment Type:** Reading and Viewing  **Weighting: 5%**  **Task:** Read two short stories provided by your teacher  Complete the set Comprehension questions in correct sentence structure, paraphrasing the question as part of the answer.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Comprehension questions. | Week 1 T4 |  |  |
| Edit work- you will be marked **on correct sentence structure and punctuation,** | WEEK 1 T4 |  |  |

Teacher Feedback:

**MARKING CRITERIA**

Year 10 English Assessment pointers – Reading

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Text structure | Evaluates the way that complex text structures have been used to have specific effects on particular audiences and for particular purposes. | Explores complex text structures and considers the connection between construction, purpose and audience. | Evaluates how text structures can be used in innovative ways by an author. | Analyses the way that simple text structures have been used for a specific purpose or effect. | Does not meet the requirements of a D grade. |
| Conventions of text | Evaluates the way that language features, images and vocabulary in a text have been used in ways that can challenge or endorse dominant readings and assumptions. | Explores the way that a range of language features, images and vocabulary have been used together in a text for particular effects. | Explains how the choice of language features, images and vocabulary contributes to the development of individual style in a text. | Identifies how an author has used language features, images and vocabulary to convey a perspective in a text. | Does not meet the requirements of a D grade. |
| 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 the text in differing ways. | Develops and justifies an interpretation of a text, describing some textual and contextual details which influence the reading. | Develops a logical interpretation of a text, making broad generalisations to support their position. | 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. |  |
| Interpreting | Draws on wider reading experiences to evaluate the way that characters, settings and events have been used to shape our response to different time periods, social groups and ideas. | Explains the way that a text has used characters, events and settings to shape our response to different time periods, social groups and ideas. | Describes the way that characters, events and settings in a text have been used to make comment on particular time periods, social groups and ideas. | Identifies that characters, events and settings in a text can be used to represent different social groups, historical periods and ideas. |  |
| Use of evidence | Explores own wider reading to evaluate and make relevant links to a text. | Considers aspects of own wider reading when evaluating a text. | Refers to own wider reading when responding to a text. | Makes simple links from one text to another. |  |
| **Viewing** | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Interpreting | 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. |  |
| 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. |
| 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. |