 **NARROGIN SENIOR HIGH SCHOOL** 

**Year 10 NAEP**

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| **Student: Teacher:** Ms Lavan **Date Due:** Thursday Term 3, Week 8 |
| **Assessment Type:** Writing, Reading & Viewing  **Task 18**  Explain how Crew’s use of language features and generic conventions positions readers to understand one of the themes of the novel, *Strange Objects*.  **Time allocation:** One lesson  **Conditions:**  Completed in-class.  Notes permitted - one page of A4 notes, double-sided, Arial 11pt. font.  **Weighting:** Writing 7.5%, Reading and Viewing 7.5%  **Mark: / 30** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Essay planning |  |  |  |
| A4 page of notes |  |  |  |
| Essay drafted in class |  |  |  |

**Teacher Feedback:**

**Marking Criteria: Writing**

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| **Text structure** | **/10** |
| Writes clearly and concisely, communicating with the reader in an engaging manner, drawing on a variety of language features, stylistic devices and text structures which complement and enhance the text. | 8 - 10 |
| Writes in an engaging manner, demonstrating control of some language features, stylistic devices and text structures to communicate effectively with the reader. | 6.5 - 7.5 |
| Communicates clearly, experimenting with language features, stylistic devices, text structures and images, where appropriate. | 5 – 6 |
| Creates texts which draw on simple and familiar language features, stylistic devices, text structures and images. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Introduction** | **/10** |
| Constructs an introduction that engages with the ideas suggested by the question or topic, and formulates a clear thesis. | 8 - 10 |
| Constructs an introduction derived from the question or topic, outlining the main points to be raised and stating a thesis. | 6.5 - 7.5 |
| Constructs an introduction using key words from the question or topic. | 5 – 6 |
| Constructs a brief introduction that addresses the question or topic in general terms. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Body paragraphs** | **/10** |
| Organises ideas into logically sequenced and cohesive paragraphs. Uses cohesive devices within and between paragraphs. | 8 - 10 |
| Organises ideas into well-structured paragraphs. Uses connectives for smooth transition between paragraphs; for example, ‘In addition … Furthermore …’ | 6.5 - 7.5 |
| Organises ideas into paragraphs with topic, developing, supporting and linking sentences. | 5 – 6 |
| Constructs paragraphs about single ideas, using topic sentences. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Use of evidence** | **/10** |
| Advances an argument through integrating relevant evidence and clearly explaining its significance. | 8 - 10 |
| Develops an argument through incorporating appropriate evidence, with some explanation of its significance. | 6.5 - 7.5 |
| Supports an argument with evidence; for example, direct/indirect quotations, but tends to restate rather than explain its significance to the topic. | 5 – 6 |
| Mostly describes or retells details of a text in an attempt to support a point. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Conclusion** | **/10** |
| Constructs a conclusion that engages with the ideas suggested by the question or topic, outlining the main points raised and restating a clear thesis. | 8 - 10 |
| Constructs a conclusion derived from the question or topic, outlining the main points raised and stating a thesis. | 6.5 - 7.5 |
| Constructs a conclusion using key words from the question or topic. | 5 – 6 |
| Constructs a brief conclusion that addresses the question or topic in general terms. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Language features** | **/10** |
| Writes with clarity and precision, using a variety of figurative, technical and literal language to communicate with the reader in an engaging way which is appropriate to the purpose, context and audience of the text. | 8 - 10 |
| Uses a variety of language features to ensure accuracy in communication with the reader, combining figurative, technical and literal language, where appropriate. | 6.5 - 7.5 |
| Selects language features to achieve precision and stylistic effect when creating a text. | 5 – 6 |
| Uses language features which communicate with the reader but which may not reflect nuance or depth of meaning. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Language features** | **/10** |
| Uses a wide range of complex and appropriate vocabulary and grammar, making selections which contribute to an effective and engaging text. | 8 - 10 |
| Uses a range of vocabulary and grammar appropriate to the audience, purpose and context when creating a text. | 6.5 - 7.5 |
| Selects grammar and varies vocabulary choices for impact. | 5 – 6 |
| Uses mostly correct grammar and appropriate vocabulary in familiar texts. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Spelling** |  |
| Consistently spells complex and technical terminology accurately when creating and editing a text. | 8 - 10 |
| Spells complex words correctly when creating and editing a text. | 6.5 - 7.5 |
| Accurately uses spelling when creating and editing a text. | 5 – 6 |
| Generally spells words correctly when creating and editing a text. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Punctuation** | **/10** |
| Manipulates and correctly uses a variety of complex punctuation when creating and editing a text. | 8 - 10 |
| Uses a variety of complex punctuation correctly when creating and editing a text. | 6.5 - 7.5 |
| Accurately uses punctuation when creating and editing a text. | 5 – 6 |
| Uses mostly correct punctuation when creating and editing texts. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Editing** | **/10** |
| 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. | 8 - 10 |
| Monitors and edits own work effectively for accuracy of vocabulary, spelling, grammar and punctuation, and to achieve specific effects. | 6.5 - 7.5 |
| Edits vocabulary, grammar, spelling and punctuation to improve clarity. | 5 – 6 |
| Identifies most errors in punctuation, spelling or word choice, and attempts to rewrite words or insert punctuation. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **TOTAL** | **/100** |

**Marking Criteria: Reading**

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| **Text structure** | **/10** |
| Evaluates the way that complex text structures have been used to have specific effects on particular audiences and for particular purposes. | 8 - 10 |
| Explores complex text structures and considers the connection between construction, purpose and audience. | 6.5 - 7.5 |
| Evaluates how text structures can be used in innovative ways by an author. | 5 – 6 |
| Analyses the way that simple text structures have been used for a specific purpose or effect. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Language features** | **/10** |
| Analyses a range of complex language devices in a text and explains how they work together to shape meaning and influence reader response. | 8 - 10 |
| Identifies specific language conventions used in a text to explore the effect on reader response. | 6.5 - 7.5 |
| Explains how language features used in a text affect meaning. | 5 – 6 |
| Identifies how familiar language features used in a text affect meaning. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Generic conventions** | **/10** |
| Analyses a range generic conventions in a text and explains how they work together to shape meaning and influence reader response. | 8 - 10 |
| Identifies specific generic conventions used in a text and starts to explain the effect on reader response. | 6.5 - 7.5 |
| States how generic features used in a text affect meaning. | 5 – 6 |
| Identifies generic conventions in a text. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Interpreting** | **/10** |
| Develops a detailed interpretation of a text and draws on textual and contextual aspects to evaluate interpretations which differ from their own. | 8 - 10 |
| 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. | 6.5 - 7.5 |
| Develops and justifies an interpretation of a text, describing some textual and contextual details which influence the reading. | 5 – 6 |
| Develops a logical interpretation of a text, making broad generalisations to support their position. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Use of evidence** | **/10** |
| Makes discerning choices about evidence and analyses it to support or challenge interpretations. | 8 - 10 |
| Chooses and analyses relevant evidence from a text to support their own and others’ interpretations. | 6.5 - 7.5 |
| Analyses evidence used to support their own and others’ interpretations of a text. | 5 – 6 |
| Identifies evidence to support their own and others’ interpretations of a text. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **TOTAL** | **/50** |

**Essay Planning and Drafting**

**Deconstruct the Question**

**Essay Plan: 5 marks**

1.

2.

3.

**Essay Draft: 10 marks**

**INTRODUCTION**

**Sentence 1: Introductory Sentence –** Capture the reader’s attention

**Sentence 2: State your position on the topic**

**Sentence 3: State Your Three Choices**

**1.**

**2.**

**3.**

**Sentence 4: Thoughtful sentence to transition to first paragraph**

**BODY PARAGRAPH 1**

Topic Sentence

Explanation Sentence

Example Sentence

Concluding/linking/tie back sentence

**BODY PARAGRAPH 2**

Topic Sentence

Explanation Sentence

Example Sentence

Concluding/linking/tie back sentence

**BODY PARAGRAPH 3**

Topic Sentence

Explanation Sentence

Example Sentence

Concluding/linking/tie back sentence

**CONCLUSION**

Restate your position using different words (not the same words as those in your introduction)

**Some possible ways to conclude:**

* A summary of the main points (topic sentences), BUT NOT A REPEAT OF THE INTRODUCTION
* Your own opinion based on an evaluation of the information presented
* Recommendation
* Comment on ideas presented