 **NARROGIN SENIOR HIGH SCHOOL** 

**Year 10 NAEP**

|  |
| --- |
| **Student: Teacher: Date Due:** Week 5 |
| **Assessment Type:** Writing  **Task 6**  In-class comprehension questions on the play. Answer each of the **three** questions set out on the next page.  Each answer should be at least 1 paragraph in length. Students will not have access to their booklets, however you are allowed to access the play itself. You are encouraged to include examples from the text.  **Time allocation:** One lesson  **Conditions:** In class    **Weighting:** Writing 5% |

|  |  |  |  |
| --- | --- | --- | --- |
| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Comprehension questions on the play (5% - 50 marks) | Week 5 |  |  |

**Teacher Feedback:**

***Questions:***

Make sure you write at least a paragraph on each of the questions below.

1. **Why is Alf so pleased that Hughie is going to university?** **Why do you think it is such a big deal for this family to be able to send Hughie to university?**
2. **How did Alf celebrate Anzac Day? Why do you thing he celebrated this way?**
3. **Has reading the article and hearing Hughie’s opinions on Anzac Day changed Alf’s view on the subject at all? Do you think Hughie did the right thing by allowing the article to be published?**

***Marking Criteria***

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| **Text structure** | **20** |
| Writes clearly and concisely, communicating with the reader in an engaging manner, drawing on a variety of language features, stylistic devices, text structures and images which complement and enhance the text. | 16-20 |
| Writes in an engaging manner, demonstrating control of some language features, stylistic devices, text structures and images to communicate effectively with the reader. | 13-15 |
| Communicates clearly, experimenting with language features, stylistic devices, text structures and images, where appropriate. | 10-12 |
| Creates texts which draw on simple and familiar language features, stylistic devices, text structures and images. | 6-10 |
| Does not meet the requirements of a D grade. | 0-5 |
| **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 |
| **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 |
| **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** | **/50** |