 **NARROGIN SENIOR HIGH SCHOOL** 

**Year 10 NAEP and General English**

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| **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 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% |

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| **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 a paragraph on each of the questions below.

1. **How do plays differ from other narratives such as short stories and novels? Give a specific example from the play.**
2. **Identify an example of uniquely Australian language used in the play. Is this language still used today? Discuss.**
3. **What representation of Australia and Australians is presented in this text? Does this representation match your own image of Australia and Australians?**

***Marking Criteria***

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| **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** |