 **NARROGIN SENIOR HIGH SCHOOL** 

**Year 10**

|  |
| --- |
| **Student: Teacher: Date Due:** 18/09/2020 |
| **Assessment Type:** Writing  **Task 14**  You are to write an essay on **ONE** of the following topics:   1. Novels often contain themes which can be applied to every day life.   Discuss this statement with reference to at least one theme from your novel.  **-OR-**   1. Explain how the author uses the narrative conventions of characterization and setting to interest readers.   You have one lesson to plan your essay and one lesson to write the final copy. Your essay is to include a minimum of 3 body paragraphs using the TEEL paragraph structure.  **Time allocation:** Two lessons  **Conditions:** In-class.  **Weighting:** Writing 7.5%  **Mark: / 100** |

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

**Teacher Feedback:**

**Marking Criteria: Writing**

|  |  |
| --- | --- |
| **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** | **30** |
| Organises ideas into logically sequenced and cohesive paragraphs. Uses cohesive devices within and between paragraphs. Develops and supports points through incorporating appropriate evidence for example, quotes and examples, and clearly explains its significance. | 24 - 30 |
| Organises ideas into well-structured paragraphs. Uses connectives for smooth transition between paragraphs; for example, ‘In addition … Furthermore …’ Incorporates relevant evidence to support points, with a general explanation of its significance. | 20 – 23 |
| Organises ideas into paragraphs with topic, developing, supporting and linking sentences. Includes evidence to support points and provides some explanation of its significance. | 15 – 19 |
| Constructs paragraphs about single ideas, using topic sentences. Makes generalisations without providing supporting evidence. | 9 – 14 |
| Does not meet the requirements of a D grade. | 0 – 8 |
| **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** | **20** |
| 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. | 16 – 20 |
| Uses a variety of language features to ensure accuracy in communication with the reader, combining figurative, technical and literal language, where appropriate. | 13- 15 |
| Selects language features to achieve precision and stylistic effect when creating a text. | 10 – 12 |
| Uses language features which communicate with the reader but which may not reflect nuance or depth of meaning. | 6 – 9 |
| Does not meet the requirements of a D grade. | 0 – 5 |
| **Language features** | **20** |
| 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 |
| **Punctuation and Spelling** | **10** |
| Manipulates and correctly uses a variety of complex punctuation when creating and editing a text. Consistently spells complex and technical terminology accurately when creating and editing a text. | 8 - 10 |
| Uses a variety of complex punctuation correctly when creating and editing a text. Spells complex words correctly when creating and editing a text. | 6.5 - 7.5 |
| Accurately uses punctuation when creating and editing a text. Accurately uses spelling when creating and editing a text. | 5 – 6 |
| Uses mostly correct punctuation when creating and editing texts. 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 |
| **TOTAL** | **/100** |

**Essay Draft**

**INTRODUCTION**

**Sentence 1: Introductory Sentence**

**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

linking

**BODY PARAGRAPH 2**

Topic Sentence

Explanation Sentence

Example Sentence

linking sentence

**BODY PARAGRAPH 3**

Topic Sentence

Explanation Sentence

Example Sentence

linking sentence

**CONCLUSION**