 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10**

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| **Student: Year Group and Class:**  **Teacher:**  **Date Given: Date Due:** |
| **Assessment Type:** Reading and Viewing  **Weighting:** 5%  **Task 3:** Booklet on the play  Complete the comprehension questions set in the booklet provided on the play studied in class. This may be completed in class and at home.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Booklet |  |  |

**Teacher Feedback:**

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|  | **A** Excellent achievement  80-100 16-20 8-10 | **B** High achievement  65-79 13-15 6.5-7.5 | **C** Satisfactory achievement  50-64 10-12 5-6 | **D** Limited achievement  30-49 6-9 3-4 | **E** Very low achievement  10-29 2-5 1-2 | **Mark** |
| **Completion and Effort** | Completes all questions and activities to a high standard, demonstrating a considerable amount of effort and attention to detail. | Completes all questions and activities, some to a high standard, demonstrating effort and attention to detail. | Completes most questions and activities, demonstrating some effort and attention to detail. | Completes some questions and activities but demonstrates little effort or attention to detail. | Does not meet the requirements of a D grade. | **/20** |
| **Conventions of Text** | Evaluates the way that language, characterisation, and themes have been used in the play to challenge or endorse dominant readings and assumptions. | Explores the way that language, characterisation, and themes have been used in the play to achieve particular effects. | Explains how the choice of language, characterisation, and themes contribute to the development of the style of the play. | Identifies how an author has used language, characterisation and themes to convey a perspective in a text. | Does not meet the requirements of a D grade. | **/20** |
| **Interpreting** | Develops a detailed interpretation of the play and draws on textual and contextual aspects to evaluate interpretations which differ from their own. | Develops and justifies their own interpretation of the play, taking into consideration the way that textual and contextual details may lead others to interpret the play in differing ways. | Develops and justifies an interpretation of the play, describing some textual and contextual details which influence the reading. | Develops a logical interpretation of the play, making broad generalisations to support their position. | Does not meet the requirements of a D grade. | **/20** |
| **Use of Evidence** | Makes discerning choices about evidence and analyses it to support or challenge interpretations. | Chooses and analyses relevant evidence from a text to support their own and others’ interpretations. | Analyses evidence used to support their own and others’ interpretations of a text. | Identifies evidence to support their own and others’ interpretations of a text. | Does not meet the requirements of a D grade. | **/20** |
| **Spelling, Grammar and Punctuation** | Consistently uses accurate spelling, grammar and punctuation when creating and editing a text. | Often uses accurate spelling, grammar and punctuation when creating and editing a text. | Uses some accurate spelling, grammar and punctuation when creating a text; mistakes do not detract from overall meaning | Uses some accurate spelling, grammar and punctuation when creating a text but mistakes detract from overall meaning | Does not meet the requirements of a D grade. | **/20** |
| **Feedback** | **/100** | | | | | |