 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10**

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| **Student: Year Group and Class:**  **Teacher:**  **Date Given: Date Due:** |
| **Assessment Type:** Writing  **Weighting:** 5%  **Task 4:** Analytical essay on the play  Respond to following prompt using the five paragraph essay format:    *What representation of Australia and Australians is presented in the play?*  Your essay will include an introduction, three body paragraphs and a conclusion. Complete the  planning sheet to write your thesis statement and organise your supporting evidence.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Planning worksheet |  |  |
| Essay |  |  |

**Teacher Feedback:**

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|  | **A** Excellent achievement  12 - 15 | **B** High achievement  10 – 11.5 | **C** Satisfactory achievement  7.5 – 9.5 | **D** Limited achievement  5.5 - 7 | **E** Very low achievement  0 - 5 | **Mark** |
| **Introduction** | The introduction paragraph engages with the ideas suggested by the question or topic and formulates a clear thesis; organisation of the  paragraph is logical. | The introduction paragraph is derived from the question or topic, outlines the main points to be raised and states a thesis; organisation of the paragraph is mostly logical. | The introduction paragraph uses key words from the question or topic; thesis is present but may be weak and organisation may be lacking. | The introduction paragraph is brief and addresses the question or topic in general terms but does not present a thesis. | Does not meet the requirements of a D grade. | **/15** |
| **Body Paragraph 1** | The purpose of the  paragraph is clear, with a  strong topic sentence linked  to the thesis. The content of  the paragraph is consistent  and appropriate. Evidence in support of the thesis is accurate, specific, relevant,  and sufficient. Explanation of how particular examples support the thesis is clear and effective. A strong linking sentence concludes the paragraph. | The purpose of the  paragraph is mostly clear, with a topic sentence linked  to the thesis. The content of  the paragraph is mostly consistent and appropriate. Evidence in support of the thesis is mostly accurate and relevant. There is explanation of how particular examples support the thesis. A satisfactory linking sentence concludes the paragraph. | The purpose of the  paragraph is somewhat clear, with a topic sentence that attempts a link to the thesis. The content of the paragraph is mostly appropriate, but inconsistencies may appear. Some evidence in support of the thesis is relevant but may be limited. There is some explanation of how particular examples support the thesis. A linking sentence concludes the paragraph. | The purpose of the  paragraph is unclear, with a weak topic sentence. The content of the paragraph may be irrelevant to the topic. Little evidence in support of the thesis is relevant. There is little to no explanation of how particular examples support the thesis. No linking sentence is present. | Does not meet the requirements of a D grade. | **/15** |
| **Body Paragraph 2** | The purpose of the  paragraph is clear, with a  strong topic sentence linked  to the thesis. The content of  the paragraph is consistent  and appropriate. Evidence in support of the thesis is accurate, specific, relevant,  and sufficient. Explanation of how particular examples support the thesis is clear and effective. A strong linking sentence concludes the paragraph. | The purpose of the  paragraph is mostly clear, with a topic sentence linked  to the thesis. The content of  the paragraph is mostly consistent and appropriate. Evidence in support of the thesis is mostly accurate and relevant. There is explanation of how particular examples support the thesis. A satisfactory linking sentence concludes the paragraph. | The purpose of the  paragraph is somewhat clear, with a topic sentence that attempts a link to the thesis. The content of the paragraph is mostly appropriate, but inconsistencies may appear. Some evidence in support of the thesis is relevant but may be limited. There is some explanation of how particular examples support the thesis. A linking sentence concludes the paragraph. | The purpose of the  paragraph is unclear, with a weak topic sentence. The content of the paragraph may be irrelevant to the topic. Little evidence in support of the thesis is relevant. There is little to no explanation of how particular examples support the thesis. No linking sentence is present. | Does not meet the requirements of a D grade. | **/15** |
| **Body Paragraph 3** | The purpose of the  paragraph is clear, with a  strong topic sentence linked  to the thesis. The content of  the paragraph is consistent  and appropriate. Evidence in support of the thesis is accurate, specific, relevant,  and sufficient. Explanation of how particular examples support the thesis is clear and effective. A strong linking sentence concludes the paragraph. | The purpose of the  paragraph is mostly clear, with a topic sentence linked  to the thesis. The content of  the paragraph is mostly consistent and appropriate. Evidence in support of the thesis is mostly accurate and relevant. There is explanation of how particular examples support the thesis. A satisfactory linking sentence concludes the paragraph. | The purpose of the  paragraph is somewhat clear, with a topic sentence that attempts a link to the thesis. The content of the paragraph is mostly appropriate, but inconsistencies may appear. Some evidence in support of the thesis is relevant but may be limited. There is some explanation of how particular examples support the thesis. A linking sentence concludes the paragraph. | The purpose of the  paragraph is unclear, with a weak topic sentence. The content of the paragraph may be irrelevant to the topic. Little evidence in support of the thesis is relevant. There is little to no explanation of how particular examples support the thesis. No linking sentence is present. | Does not meet the requirements of a D grade. | **/15** |
| **Conclusion** | The conclusion paragraph restates the thesis, extends the argument and explains its significance; organisation of the paragraph is logical. | The conclusion paragraph restates the thesis statement but may not extend or explain the argument’s significance; organisation of the paragraph is logical. | The conclusion paragraph attempts to restate the thesis but does not extend or explain the argument’s significance; organisation may not be logical. | The conclusion paragraph is brief and does not attempt to restate the thesis. | Does not meet the requirements of a D grade. | **/15** |
| **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. | **/15** |
| **Planning Sheet** | **/10** | | | | | |
| **Feedback** | **/100** | | | | | |