 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10**

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| **Student: Year Group and Class:** 10  **Teacher:**  **Date Given:** Monday 17 May **Date Due:** Friday 28 May |
| **Assessment Type:** Writing  **Weighting:** 5%  **Task 4:**  Create a play, or a series of scenes from the opening of a play, that develops representations of Australia and Australians or deals with the issue of teenage identity.  **Hint:** Show what happens when a stereotypical group of Australian friends (the sporty person, the leader, the leader’s offsider, the quiet one, the smart one, the joker, the odd one, the fashionable one; the clumsy one, etc…) are challenged by meeting a newcomer for the first time.  **Process**:   * identify 5-6 characters – create brief character sketches and assign each a stereotype * identify where the action will take place * map the plot – what will occur in each scene? * identify the theme: what main idea do you want to develop in your play? * draft each scene, including the stage directions - identifying how the actors should deliver their lines, indicate their clothing, making suggestions regarding their actions or where they stand on stage, indicating the lighting or sound effects – and using correct script layout.   **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Planning – of characters, setting, plot or theme |  |  |
| Any drafts of the play |  |  |
| Good copy of the play |  |  |

**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** |
| **Language features** | Consistently writes in a manner to engage the audience. | Mostly writes in a manner to engage the audience. | Sometimes writes in a manner to engage the audience. | Rarely writes in a manner to engage the audience. | Does not meet the requirements of a D grade. | **/25** |
| **Stage directions** | Consistently uses four or more of the following types of stage directions: lighting, sound, setting, clothing, character directions (e.g.: tone – the way a character speaks - & actions – how and where the character moves to on stage) | Mostly uses three or more of the following types of stage directions: lighting, sound, setting, clothing, character directions (e.g.: tone – the way a character speaks - & actions – how and where the character moves to on stage) | Sometimes uses two or more of the following types of stage directions: lighting, sound, setting, clothing, character directions (e.g.: tone – the way a character speaks - & actions – how and where the character moves to on stage) | Rarely uses one or more of the following types of stage directions: lighting, sound, setting, clothing, character directions (e.g.: tone – the way a character speaks - & actions – how and where the character moves to on stage) | Does not meet the requirements of a D grade. | **/20** |
| **Text structure** | Consistently uses correct script structure to develop a main idea: cover page with title and playwright’s names, names of characters in left margin, dialogue on the right of page, acts and scenes clearly indicated. | Mostly uses correct script structure to develop a main idea: cover page, character names, dialogue, acts and scenes. | Sometimes uses correct script structure to develop a main idea: cover page, character names, dialogue, acts and scenes. | Rarely uses correct script structure to develop a main idea: cover page, character names, dialogue, acts and scenes. | Does not meet the requirements of a D grade. | **/25** |
| **Spelling, Grammar and Punctuation** | Consistently uses accurate spelling, grammar and punctuation when creating a text. | Mostly uses accurate spelling, grammar and punctuation when creating and editing a text. | Sometimes uses some accurate spelling, grammar and punctuation when creating a text; mistakes do not detract from overall meaning. | Rarely 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** |
| **Planning** | **/10** | | | | | |
| **TOTAL** | **/100** | | | | | |

**Teacher Feedback:**