 **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:** 7.5%  **Task 8:** Autobiographical response  Adopt the perspective of one interviewee from the documentary *Cronulla Riots: The Day that Shocked the Nation*. A person’s perspective is their point of view and opinion: the position from which they see and understand the world and events going on around them.  You are to write **ONE** of the following:   1. a letter from one of the interviewees; **OR** 2. a diary entry from one of the interviewees.   You must express your thoughts, feelings and attitudes about the riots. You must also address at least one of the core themes presented in the documentary. These themes include racism, violence and a sense of belonging.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Planning sheet |  |  |
| Final copy |  |  |

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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** |
| **Text Structure** | Consistently adheres to the structure of the chosen text type, using structural devices for impact and to influence the reader. | Adheres to the structure of the chosen text type, using some structural devices for impact and to influence the reader. | Mostly adheres to the structure of the chosen text type; attempts to use structural devices for impact and to influence the reader. | Attempts to maintain the structure of the chosen text type but some variations may be present; few attempts to use structural for impact and influence are present. | Does not meet the requirements of a D grade. | **/20** |
| **Language Features** | Writes with clarity and precision, using a variety of language to communicate with the reader in an engaging way which is appropriate to the purpose, context and audience of the text. | Uses a variety of language features to communicate with the reader in an engaging way, which is appropriate to the purpose, context and audience of the text. | Uses some language features in an attempt to communicate with the reader in an engaging way, which is mostly appropriate to the purpose, context and audience of the text. | Attempts to use language features which communicate with the reader but which may not be appropriate to the purpose, context or audience of the text. | Does not meet the requirements of a D grade. | **/20** |
| **Adoption of Perspective** | Demonstrates a comprehensive understanding of another’s perspective and expresses that person’s thoughts, feelings and attitudes with care and precision. | Demonstrates a thoughtful understanding of another’s perspective and expresses that person’s thoughts, feelings and attitudes with some care and precision. | Demonstrates an understanding of another’s perspective and attempts to express that person’s thoughts, feelings and attitudes. | Demonstrates a limited understanding of another’s perspective and makes little attempt to express that person’s thoughts, feelings and attitudes. | Does not meet the requirements of a D grade. | **/20** |
| **Interpretation of Theme** | Develops a detailed understanding and interpretation of the theme and draws on textual and contextual aspects to evaluate interpretations which differ from their own. | Develops and justifies an understanding and interpretation of the theme, taking into consideration the way that textual and contextual details may lead others to interpret the theme in differing ways. | Develops and justifies an understanding of the theme, describing some textual and contextual details which influence it. | Attempts to develop a logical understanding of the theme, making broad generalisations to support their position. Little or no interpretation of the theme is present. | 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 and Draft /10** | | | | | | |
| **Feedback** | **/100** | | | | | |