 

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_Ms Hobson\_\_\_

**YEAR 7 NAEP ENGLISH**

**TASK 5: *Novel Analysis Essay***

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| **Sub-Strands**  **Literature**  **Literature and Context:**  Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [(ACELT1619)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acelt1619) | **Literacy**  **Interpreting, Analysing and Evaluating**  Analyse and explain the ways [text](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/text) structures and [language features](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/language-features) shape meaning and vary according to [audience](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/audience) and purpose [(ACELY1721)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acely1721) | **Language**  Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763) |

Task 5: **In-class essay:** **Discuss how the Theodore Taylor uses narrative conventions to develop the theme of racism in the novel “The Cay”.**

**Assessment will be based on: Writing (5%), Reading & Viewing (5%)**

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| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Correct use of essay format  Correct use of body paragraph format  **Knowledge**  Demonstrating knowledge of themes in the novel.  How to respond to an analysis question  **Understanding**  How to write an analytical essay. | * I will ensure that I have an introduction, three body paragraphs and a conclusion. * I will ensure that my body paragraphs follow TREES structure. * I will identify and explain how narrative conventions are used in the novel. * I will ensure that I have explained the effect of narrative conventions on the reader. |

**Comments:**

**Assessment Criteria:**

**WRITING OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 |
| **Spelling & Punctuation** | Consistently spells a range of difficult words correctly and accurately uses a range of punctuation. | Correctly spells a range of common and some difficult words and accurately uses some complex punctuation to clarify meaning. | Usually uses common grammar and spelling correctly. |
| **Editing** | Employs a range of strategies to effectively monitor and edit own work to improve accuracy and meaning; for example, adds and/or deletes words to enhance fluency. | Edits and monitors own work for accuracy and to improve clarity; for example, inserts additional or alternative words. | Employs simple strategies to monitor and edit own work for accuracy and meaning; for example, crosses out and rewrites words. |
| **Language Features** | Uses complex, specialised and subject-specific vocabulary appropriately and accurately. | Uses a range of vocabulary appropriately and accurately, including correctly using a variety of specialised vocabulary. | Uses a range of adjectives and familiar expressions, and uses a variety of specialised vocabulary to convey meaning. |

**READING & WRITING OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 |
| **Context, audience and purpose** | Consistently spells a range of difficult words correctly and accurately uses a range of punctuation. | Correctly spells a range of common and some difficult words and accurately uses some complex punctuation to clarify meaning. | Usually uses common grammar and spelling correctly. |
| **Editing** | Employs a range of strategies to effectively monitor and edit own work to improve accuracy and meaning; for example, adds and/or deletes words to enhance fluency. | Edits and monitors own work for accuracy and to improve clarity; for example, inserts additional or alternative words. | Employs simple strategies to monitor and edit own work for accuracy and meaning; for example, crosses out and rewrites words. |
| **Language Features** | Uses complex, specialised and subject-specific vocabulary appropriately and accurately. | Uses a range of vocabulary appropriately and accurately, including correctly using a variety of specialised vocabulary. | Uses a range of adjectives and familiar expressions, and uses a variety of specialised vocabulary to convey meaning. |

SCORE:

**Writing: self-assessment checklist** (complete before submission) 

**Narrogin SHS**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

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| AUDIENCE AND PRESENTATION | PUNCTUATION | CAPITALISATION | SPELLING AND VOCABULARY | IDEAS |
| ⃝ My handwriting is  legible and any typed copies have no typing errors. | ⃝ I have used a full stop at the end of each sentence. | ⃝ I have used capital letters for the first word of each sentence. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used brainstorming and planning to organise my ideas. |
| ⃝ I have written the title, my name and the date on my work. | ⃝ I have used commas between words in a list. | ⃝ I have used capitals for proper nouns (the names of people, places and the days of the week). | ⃝ I have used the correct terminology for this topic. | ⃝ I have acted on suggestions from the teacher. |
| ⃝ My sentences are complete, make sense and use the key words from the question. | ⃝ I have used apostrophes to show contraction and possession. | ⃝ I have capitalised the pronoun ‘I’. | ⃝ I have used the correct homophones within my sentences:  your/you’re  there/their/they’re  allowed/aloud | ⃝ Each paragraph only has one main idea. My ideas are in a logical order. |
| ⃝ I have attempted all questions and presented them in the correct order | ⃝ I have used a question mark after a question. | ⃝ I have written the main body of the text using lower case letters. | ⃝ There is evidence of editing on my drafts. | ⃝ I have used linking words to connect my ideas. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2017

**REFLECTION**

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| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
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| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
|  |  |  |  |

**Spiritual Song of the Aborigine**

Aboriginal author and Yorta Yorta woman Hyllus Maris (1934-1986) expressed a **connectedness with the land** beautifully in her poem Spiritual Song of the Aborigine [Note: unless you are referring to the title, please do not use the word ‘Aborigine’ to refer to Indigenous Australians]

**Spiritual Song of the Aborigine**

By Hyllus Maris (1988)

I am a child of the Dreamtime People  
Part of this Land, like the gnarled gumtree  
I am the river, softly singing  
Chanting our songs on my way to the sea  
My spirit is the dust-devils  
Mirages, that dance on the plain  
I’m the snow, the wind and the falling rain  
I’m part of the rocks and the red desert earth  
Red as the blood that flows in my veins  
I am eagle, crow and snake that glides  
Thorough the rain-forest that clings to the mountainside  
I awakened here when the earth was new  
There was emu, wombat, kangaroo  
No other man of a different hue  
I am this land  
And this land is me  
I am Australia.