**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 8 General English**

**SEMESTER 1 Task 3: Biographical Narrative**

|  |  |  |
| --- | --- | --- |
| **Language**  Recognise that vocabulary choices contribute to specificity, abstraction and style of texts  **ACELA 1537** | **Literacy**  Create imaginative texts that raise issues using deliberate language and textual choices  **ACELY 1736** | **Language**  Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts  **ACELT 1768** |

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| --- |
| **Task 3:**  What does courage mean to you? Using the narrative conventions studied in class and the biographical narratives from “Tough Stuff”, write a biographical narrative about an event or a situation where **a person** has to show courage. Remember, courage can mean different things, in different situations for different people; it is context dependent.  Interview either someone in your class or someone from home (if you choose someone at home be super-organised about interviewing them and bringing the material to class) and write a brief biographical narrative about a time they showed courage. |

**Hand in:**

Research - completed worksheets Plan Drafts Editing Final copy

**Assessment will be based on: Writing**

|  |  |
| --- | --- |
| **MY GOAL** | **What I will do to achieve this goal** |
| **Skills**  Plan a narrative  Structure a narrative using OCClR  **Knowledge**  Knowledge of character construction, setting description and symbolism  **Understanding**  How vocabulary and syntax selection alter the tone of a narrative |  |

**Comments:**

**Assessment Criteria: Score: \_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Text structure** | Creates an engaging imaginative text that develops own ideas and/or that accurately replicates the language and style of other texts. | Creates an imaginative text that presents own ideas and/or replicates some aspects of the language or style of other texts | Creates an imaginative text that includes some ideas and language features of other texts | Creates an imaginative text that presents simplistic ideas based on familiar personal experience and/or the plot of popular texts. | Creates a simple imaginative text based on a popular text such as a television show. |
| **Language features** | Makes a range of effective creative language choices in an imaginative text, including the use of descriptive and figurative language, to enhance meaning and reader engagement. | Makes a range of creative language choices in an imaginative text to influence reader response, e.g. uses emotive language to elicit sympathy. | Uses relevant, but often clichéd figurative language in an imaginative text. | Uses some simple descriptive language in an imaginative text. Writes literally without using figurative language which affects reader engagement. | Uses simple, everyday words as descriptive language. |
| **Editing** | Consistently uses a range of editing strategies to refine and clarify ideas, improve paragraph order and select vocabulary appropriate to the task. | Monitors and edits own work through strategies to refine and clarify ideas and improve the effectiveness of the text. | Reviews and edits own work to clarify ideas and improve the effectiveness of the text. | Proofreads and identifies some errors in own work but may need support to correct mistakes. | May identify some basic errors in own work. |

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

**Narrogin SHS**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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: / / 2016

**REFLECTION**

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