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

**Year 8 General English**

**SEMESTER 1 Task 5: Novel Study *The Giver***

|  |  |  |
| --- | --- | --- |
| **Language**  Recognise that vocabulary choices contribute to specificity, abstraction and style of texts  **ACELA 1537** | **Literacy**  Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts.  **ACELY 1810** | **Language**  Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects.  **ACELT 1632** |

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| --- |
| **Task 5:**  Discuss how Lois Lowry uses narrative conventions to develop one theme (isolation, suffering, old age, traditions and customs, language and communication, rules and order, memory and the past, choices) in the novel, *The Giver.*  **Due Date:** Friday, Term 2, Week 5  **Weighting:** R&V 5% W 5% |

**Hand in:** essay – plans, drafts, good copy (Writing mark); responses to questions (Reading mark)

**Assessment will be based on:** Writing, Reading and Viewing

|  |  |
| --- | --- |
| **MY GOAL** | **What I will do to achieve this goal** |
| **Skills**  Write in well-structured sentences and paragraphs  Plan thoroughly  Respond to questions in full sentences  **Knowledge**  Know that characters are developed through SAAO  Know how symbolism effects theme  Know how language techniques develop setting and character  **Understanding**  Understand the effect of characterisation, setting, plot structure, point of view and style on the development of theme |  |

**Comments:**

**Reading Assessment Criteria:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 |
| **Conventions of texts** | Explains how combinations of language features, images and vocabulary are used to position readers to respond in particular ways top ideas, groups and issues in a text. | Explains how combinations of language features, images and vocabulary are used to represent particular groups, ideas and issues in a text. | Explains how language features, images and vocabulary are used to represent different groups, ideas and issues in a text. | Describes a variety of language, image and vocabulary devices used in a text. | Does not meet the requirements of a D grade. |
| **Interpreting** | Evaluates the way that characters. Settings and events are developed in a text, drawing on their wider reading experiences to support their ideas. | Justifies responses to characters, settings and events depicted in a text, drawing on textual details and personal opinions. | Makes judgments about characters, setting and events depicted in a text. | Describes the way that characters, settings and events are depicted. | Does not meet the requirements for a D grade. |
| **Use of evidence** |  |  |  |  |  |

**Writing Assessment Criteria:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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** |  |  |  |  |  |
| **Language features** |  |  |  |  |  |
| **Editing** |  |  |  |  |  |

**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 |
|  |  |  |  |