 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 8**

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| **Student: Teacher: Date Due: Week 2** |
| **Assessment Type and weighting:** Writing 5% Reading & Viewing 5%  **Task 7:** **Reading workbook and comprehension questions**  Students will complete a reading workbook while reading Jandamarra and will answer the following comprehension questions in full sentence short answers.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Drafting for comprehension questions |  |  |  |
| Handwritten good copy of comprehension questions in pen |  |  |  |

**Teacher Feedback:**

**Assessment Criteria:**

**WRITING OUTCOME:** SCORE:

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|  | **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 |
| **Spelling** | Consistently spells a range of difficult words correctly. | Correctly spells a range of common and some difficult words. | Correctly spells most common and some difficult words. | Correctly spells some familiar words | Makes frequent spelling errors. |
| **Editing** | Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling and punctuation. | Monitors and edits own work effectively for accuracy of spelling and punctuation and to achieve specific effects. | Reviews and edits own work to improve paragraphing, vocabulary and/or sentence structure. | Identifies some errors in punctuation or spelling and may attempt to rewrite word or insert punctuation. | May identify basic errors with support. |
| **Meaning and interpretation** | Explores key issues and ideas, supporting opinions with close reference to a text.  Explores the viewpoint of the author and justifies interpretation through close reference to specific detail in the text. | Explains key issues and ideas, supporting own ideas by relevant reference to a text.  Explains the viewpoint of the author, referring to relevant supporting detail in the text | Describes key issues and ideas and refers to details from a text to support own ideas.  Describes the viewpoint of the author, using some relevant detail from the text to support opinion. | Refers to some ideas from a text.  Briefly states the author’s opinion without providing evidence from the text. | Lists few ideas from a text.  Provides simplistic comment on the author’s opinion. |

**Reading & Viewing:** Score: \_\_\_\_\_\_\_\_\_\_

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|  | **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 text** | Interprets detailed information and ideas about events, situations and people in the text, using supporting evidence from the text. | Identifies detailed information and explains key ideas about events, situations and people in the text, using relevant evidence from the text. | Identifies key information and simple ideas about events, situations and people in the text, using some relevant evidence to support opinions | Identifies some information about events, situations or people in the text, with little or no reference to textual detail. | Locates and directly recounts some simple, literal information about events, situations or people in a text. |
| **Use of evidence** | Integrates relevant examples and details from a text to justify own interpretations of the events, situations and people represented. | Uses evidence to draw inferences about the events, situations and people represented in a text. | Selects evidence from a text to show how events, situations and people can be represented. | Identifies simple examples from a text to illustrate ideas. | Does not use relevant examples or examples from a text to illustrate ideas. |

**Comprehension questions to answer in full sentence answers:**

**Steps:**

1. **Draft your answers on a piece of lined paper first.**
2. **Edit your drafts for spelling, sentence structure, and punctuation (check over the self-assessment check list to make sure that you have looked over everything).**
3. **Write the good copy of your answers on this sheet.**
4. **Complete the writing self-assessment checklist on your task sheet.**
5. **Hand in your draft answers and the good copy of your answers folded up in your task sheet. Tick that you have included all three on the cover of your task sheet.**
6. What is the name that Jandamarra is given by his white employer?
7. Where was Jandamarra sent when he was caught and accused of stealing?
8. Who was Ellemarra?
9. Why did Jandamarra seek protection with Richardson? (p.18)
10. What is a man with magic power known as in Jandamarra’s culture?
11. What happened after Jandamarra decided to free the Banuba people? (pp. 24-27)
12. What happened to Jandamarra in the cave? (p. 33)
13. Describe the colours used on pages 17 and 32. How are they different to the colours used in the rest of the picture book?
14. How are the Banuba treated by the police and the station owners in this story? Use examples from the text.
15. Explain why people would look up to Jandamarra as a hero today.