 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 8**

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| **Student: Teacher: Date Due:** |
| **Assessment Type and weighting:** Writing 5% Reading & Viewing 5%  **Task 9:** **Retrieval chart in *First Australians***  Complete the retrieval chart labelling six documentary techniques in the documentary *First Australians*.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Draft |  |  |  |
| Good copy |  |  |  |

**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. | Explains key issues and ideas, supporting own ideas by relevant reference to a text. | Describes key issues and ideas and refers to details from a text to support own ideas. | Refers to some ideas from a text. | Lists few ideas from a text. |
| **Text structure** | Integrates relevant evidence; for example, quotes and/or examples to support main points, and explains its significance. | Includes relevant evidence with a general discussion of its significance. | Includes some evidence in an attempt to clarify ideas, but mostly retells or repeats textual details. | Recounts literal details of a text as evidence. | Integrates relevant evidence; for example, quotes and/or examples to support main points, and explains its significance. |

**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. |
| **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 judgements about characters, settings and events depicted in a text. | Describes the way that characters, settings and events are depicted in a text. | Does not meet the requirements of a D grade. |