 **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 5:** **Discuss how three characters are represented to develop a theme or idea in Lois Lowry’s novel, *The Giver*.**  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Essay plan |  |  |  |
| Essay draft |  |  |  |
| Essay good copy |  |  |  |

**Teacher Feedback:**

**MARKING CRITERIA**

**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** | Explores the effect of different historical, social and cultural contexts when analysing the values and ideas presented in a text. | Describes the effect of different contexts when identifying the values and ideas presented in a text. | Explains that values and ideas in a text may differ depending on the contexts of the producer and the reader. | Identifies context partially by naming a time and/or place in which a text is set or written. |  |

**Writing:** 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 |
| **Text structure** | Constructs paragraphs, focused on one idea, that are well-developed, using a combination of topic, developing, supporting and linking sentences. | Structures paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily. | Constructs paragraphs that describe ideas related to the question or topic in a general way and/or that retell events. | Groups sentences about loosely related ideas and sequences these illogically. | Sentences not grouped into paragraphs. |
| **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. |