

**Task 5: NARRATIVE ORIENTATION**

**DUE DATE: Friday 29 March**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING: W 2.5%**

**CONDITIONS:** In-class over one week

**Assessment type:** Writing

**Please submit:**

Practise plans for one or two short narrative orientations – with stimulus pictures on planning sheet

Plan of your short narrative orientation – with stimulus picture and on planning sheet

Draft of orientation

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| **Task 5**  **Plan and write the orientation of a short narrative based on a prompt.** |

**FEEDBACK:**

**Marking Criteria**

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| **Text structure** | **/10** |
| Lists key points and examples to plan a response. | 6.5 - 7.5 |
| Uses a provided template to prepare a plan. | 5 – 6 |
| Prepares a brief/simple plan with the aid of a provided template. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Text structure** | **/5** |
| Creates a text which uses appropriate structures for the audience, purpose and context, experimenting with some structures to enhance the text’s effectiveness, where appropriate. | 3.5 |
| Creates a text which uses predictable or formulaic structures appropriate to the purpose, context and audience. | 2.5 – 3 |
| Creates a text which is structured to communicate with a reader, though this may not be appropriate to purpose, context or audience. | 1.5 – 2 |
| **Language features** | **/5** |
| Expresses ideas clearly, using a range of sentence structures. | 3.5 |
| Expresses ideas clearly, using simple and compound sentences. Uses some complex sentences correctly. Often relies on repetitive structures. | 2.5 – 3 |
| Presents ideas, using some simple sentence structures, though some structures may detract from meaning. | 1.5 – 2 |
| Does not meet the requirements of a D grade. | 0 - 1 |
| **Punctuation** | **/5** |
| Uses most complex punctuation correctly and experiments with using punctuation for particular effect. | 3.5 |
| Uses most common, and some complex, punctuation accurately. | 2.5 – 3 |
| Uses correct punctuation inconsistently. | 1.5 – 2 |
| Does not meet the requirements of a D grade. | 0 - 1 |
| **Spelling** | **/5** |
| Uses accurate spelling for familiar and some challenging words, and experiments with creative spelling for particular effects where appropriate. | 3.5 |
| Spells common and familiar words accurately. | 2.5 – 3 |
| Misspells some familiar words. | 1.5 – 2 |
| Does not meet the requirements of a D grade. | 0 - 1 |
| **TOTAL** | **/30** |