 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 9**

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| **Student: Teacher:** Ms J **Date Due:** Week 7-8 |
| **Assessment Type and weighting:** Writing 5%  **Task 1:** Creative Narrative. Write an original short story. Length: 450 words (1 A4 Page)   * Read various short stories. * Focus story: *Birthday* in Paper Windows. * The opening sentence must be ‘*The overnight bus was packed’* the last sentence will be ‘*the voice was mine’.*   **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Planning and a rough draft | Wk 8 |  |  |
| Final draft | WK 9 |  |  |

Teacher Comment:

Year 9 English Assessment pointers – Writing and Creating

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Text Structure | Effectively employs a range of creative elements in a  narrative to engage readers and influence their  response; for example, internal monologue to develop  character. | Employs a range of creative elements in a narrative to engage an audience; for example, through an  attention-grabbing introduction. | Employs creative elements in a narrative, with some inconsistency; for example, an abrupt resolution or partially developed characters. | Creates one-dimensional characters in a narrative. Relies on simple dialogue to advance the plot. |  |
| Language Features | Makes effective language choices and  uses literary terminology appropriately. | Makes appropriate language choices and integrates literary terms correctly. | Makes conventional language choices and uses familiar literary terms. | Uses mostly simple language and some colloquial expressions that may be inappropriate for the task. | Does not meet the requirements of a D grade. |
| Spelling and punctuation | Spells familiar and most challenging words accurately, and makes some effective uses of creative spelling for particular effects where appropriate. | Uses accurate spelling for familiar and some challenging words, and experiments with creative spelling for particular effects where appropriate. | Spells common and familiar words accurately. | Misspells some familiar words. | Does not meet the requirements of a D grade. |
| Spelling and punctuation | Uses punctuation with a high degree of accuracy; for example, correctly punctuating a range of complex sentences to enhance clarity. | Uses most complex punctuation correctly and experiments with using punctuation for particular effect. | Uses most common, and some complex, punctuation accurately. | Uses correct punctuation inconsistently. |  |
| 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 vocabulary, spelling, grammar and punctuation to achieve specific effects. | Reviews and edits own work to improve paragraphing, vocabulary and/or sentence structure. | Identifies some errors in punctuation, spelling or word choice, and may attempt to rewrite words or insert punctuation. | Does not meet the requirements of a D grade. |