 **NARROGIN SENIOR HIGH SCHOOL** 

**Task 3 English Year 9 Differentiated Task**

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| **Student: Teacher: Date Due:** |
| **Assessment Type:** Writing, Reading and Viewing  **Weighting: %**  **Task:**.3 Novel study (Reading for Pleasure)  Complete set questions based on a short story.  Write your answers in complete sentences, rephrasing the question.  Construct a creative narrative.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Answers to questions |  |  |  |
| Short creative piece |  |  |  |

Teacher Feedback:

**MARKING CRITERIA**

Year 9 English Assessment pointers – Reading, Viewing and Writing

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Text structure | Evaluates the way that the author has used text structures in innovative ways for specific audiences and purposes. | Explains the way that the author has manipulated text structures for specific purposes and audiences. | Analyses ways that text structures have been manipulated for effect. | Describes the way that text structures have been manipulated for effect. | Does not meet the requirements of a D grade. |
| Conventions of text | Compares and evaluates the ways that a text uses images, vocabulary choices and language features for specific purposes. | Explores the ways that a text uses images, vocabulary and language features to create layers of meaning. | Explains how images, vocabulary choices and language features are used to create meaning. | Identifies how images, vocabulary choices and language features have been used in a text. | Does not meet the requirements of a D grade. |
| Explains the effect of figurative language devices on meaning in a text. | Describes the effect of figurative language devices on meaning in a text. | Identifies and defines some examples of figurative language used in a text. | Identifies simple figurative language devices used in a text. | Does not meet the requirements of a D grade. |
| **WRITING**  Language features | Expresses ideas fluently and with precision, using a range of sentence structures. | Expresses ideas clearly, using a range of sentence structures. | Expresses ideas clearly, using simple and compound sentences. Uses some complex sentences correctly. Often relies on repetitive structures. | Presents ideas, using some simple sentence structures, though some structures may detract from meaning. | Does not meet the requirements of a D grade. |
| 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. | Does not meet the requirements of a D grade. |