 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 9**

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| **Student: Teacher:**  **Date Due:** Week 10, \_\_\_\_\_\_\_\_\_\_\_\_ |
| **Assessment Type:** Writing and Creating  **Weighting: 7.5%**  **Task:** Narrative Writing  Using an image as a stimulus, students will be required to write a short story that utilises the narrative conventions studied in class. Students will be required to demonstrate their drafting and editing processes.  *A narrative is a time-ordered text that is used to narrate events and to create, entertain and emotionally move an audience. The main structural components of a narrative are the orientation, the complication and the resolution. Essential features of a narrative are the representation and development of character(s) and setting.*  ***ONE A4 PAGE MINIMUM and THREE A4 PAGES MAXIMUM***  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Brainstorm and planning |  |  |  |
| Draft (demonstrating editing process) |  |  |  |
| Final Copy |  |  |  |
| Editing checklist |  |  |  |

Teacher Feedback:

**MARKING CRITERIA**

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| **Planning** | **5** | **Mark** |
| Prepares an effective plan which takes into account the needs of the task. | 4.5-5 |  |
| Lists key points and examples to plan a response. | 3.5-4 |  |
| Uses a provided template to prepare a plan. | 2-3 |  |
| Prepares a brief/simple plan with the aid of a provided template. | 1-1.5 |  |
| No evidence of this criterion. | 0 |  |
| **Language** | **7.5** |  |
| Creates an engaging, entertaining or thought-provoking text by drawing on a wide selection of appropriate language features and experimenting with the use of more complex or innovative language features, where appropriate. | 6-7.5 |  |
| Creates an effective text by drawing on a variety of appropriate language features to convey different levels of meaning. | 4-5.5 |  |
| Creates a text with a variety of language features to make meaning in a text. | 2-3.5 |  |
| Creates a text which includes a small selection of appropriate language features. | 1-1.5 |  |
| No evidence of this criterion. | 0 |  |
| **Conventions** | **7.5** |  |
| Effectively employs a range of creative elements in a narrative to engage readers and influence their response; for example, internal monologue to develop character. | 6-7.5 |  |
| Employs a range of creative elements in a narrative to engage an audience; for example, through an attention-grabbing introduction. | 4-5.5 |  |
| Employs creative elements in a narrative, with some inconsistency; for example, an abrupt resolution or partially developed characters. | 2-3.5 |  |
| Creates one-dimensional characters in a narrative. Relies on simple dialogue to advance the plot. | 1-1.5 |  |
| No evidence of this criterion | 0 |  |
| **Structure** | **10** |  |
| Constructs an engaging and effective text which uses appropriate structures for the audience, purpose and context, experimenting with some structures to enhance the text, where appropriate. | 8-10 |  |
| 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. | 6-7 |  |
| Creates a text which uses predictable or formulaic structures appropriate to the purpose, context and audience. | 3-5 |  |
| Creates a text which is structured to communicate with a reader, though this may not be appropriate to purpose, context or audience. | 1-2 |  |
| No evidence of this criterion | 0 |  |
| **Sentence Structure** | **5** |  |
| Expresses ideas fluently and with precision, using a range of sentence structures. | 4-5 |  |
| Expresses ideas clearly, using a few different sentence structures. | 3-3.5 |  |
| Expresses ideas clearly, using simple and compound sentences. Uses some complex sentences correctly. Often relies on repetitive structures. | 2-2.5 |  |
| Presents ideas, using some simple sentence structures, though some structures may detract from meaning. | 1-1.5 |  |
| Confusing and incomplete sentence structures throughout. | 0 |  |
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| **Spelling** | **5** |  |
| Spells familiar and most challenging words accurately, and makes some effective uses of creative spelling for particular effects where appropriate. | 4-5 |  |
| 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. | 3 |  |
| Misspells some familiar words. | 1-2 |  |
| Many words misspelt. | 0 |  |
| **Punctuation** | **5** |  |
| Uses punctuation with a high degree of accuracy; for example, correctly punctuating a range of complex sentences to enhance clarity. | 4-5 |  |
| Uses most complex punctuation correctly and experiments with using punctuation for particular effect. | 3.5 |  |
| Uses most common, and some complex, punctuation accurately | 3 |  |
| Uses correct punctuation inconsistently. | 1-2 |  |
| Uses incorrect punctuation consistently. | 0 |  |
| **Editing** | **5** |  |
| Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling and punctuation. | 4-5 |  |
| Monitors and edits own work effectively for accuracy of vocabulary, spelling, grammar and punctuation to achieve specific effects. | 3.5 |  |
| Reviews and edits own work to improve paragraphing, vocabulary and/or sentence structure. | 3 |  |
| Identifies some errors in punctuation, spelling or word choice, and may attempt to rewrite words or insert punctuation. | 1-2 |  |
| No evidence of this criterion. | 0 |  |
| **TOTAL**  **/50x2**  **= \_\_\_\_/100** | |  |

**Task 2**

**Narrative Writing** **Self-Editing Checklist** (to be completed before submission)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

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| **EDITING AND PRESENTATION** | **STRUCTURE** | **LANGUAGE AND FEATURES** | | **PUNCTUATION AND CAPITALISATION** |
| ⃝ I have used brainstorming and planning to organise my ideas. | ⃝ My narrative begins with an orientation which introduces the setting (time, place and atmosphere), the plot (storyline) and the characters. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used direct speech. | ⃝ I have used capital letters for the first word of each sentence. |
| ⃝ I have written the title and my name on my work. | ⃝ My narrative has a complication (problem or challenge) which the main characters must try to solve or overcome. | ⃝ I have written my narrative from a particular viewpoint. | ⃝ I have used some imagery. | ⃝ I have used capital letters for proper nouns (the names of people, places and the days of the week) and for the pronoun ‘I’.. |
| ⃝ My handwriting is  legible and my final typed copy has no typing errors. | ⃝ My narrative has a series of events which lead towards an event of high tension and suspense (the climax). | ⃝ I maintain the same tense and point of view throughout my work. | ⃝ I have used descriptive language and emotive words and phrases. | ⃝ I have used a full stop at the end of each sentence and commas between words in a list. |
|  | ⃝ My narrative ends with a resolution which solves the problem or challenge (either happily or unhappily) for the main characters. | ⃝ I have used figurative language, such as simile, metaphor and personification. |  | ⃝ I have used apostrophes to show contractions (e.g. don’t, it’s) and possession. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2020

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| Year 9 English Assessment pointers – Writing and creating |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement | | Text structure | Creates an engaging, entertaining or thought-provoking text by drawing on a wide selection of appropriate language features and experimenting with the use of more complex or innovative language features, where appropriate. | Creates an effective text by drawing on a variety of appropriate language features to convey different levels of meaning. | Creates a text with a variety of language features to make meaning in a text. | Creates a text which includes a small selection of appropriate language features. | Does not meet the requirements of a D grade. | |  | 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. |  | |  | Constructs an engaging and effective text which uses appropriate structures for the audience, purpose and context, experimenting with some structures to enhance the text, where appropriate. | 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. | Creates a text which uses predictable or formulaic structures appropriate to the purpose, context and audience. | Creates a text which is structured to communicate with a reader, though this may not be appropriate to purpose, context or audience. |  | |  | Prepares an effective plan which takes into account the needs of the task. | Lists key points and examples to plan a response. | Uses a provided template to prepare a plan. | Prepares a brief/simple plan with the aid of a provided template. |  | |  |  |  |  |  |  | |

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | | **E**  Very low achievement |
| Text structure | Manipulates text structures to enhance communication, experimenting with unconventional choices to engage or influence a reader. | Uses appropriate text structures, incorporating elements from other text types, where relevant, to engage a reader. | Uses appropriate text structures to communicate ideas clearly to a reader. | Structures texts logically to communicate with the readers. | Does not meet the requirements of a D grade. | |
| 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. | |  |
|  | Makes effective language choices and uses narrative conventions appropriately. | Makes appropriate language choices and integrates narrative conventions correctly. | Makes conventional language choices and uses narrative conventions simplistically. | Uses mostly simple language and some expressions that may be inappropriate for the task. | |  |
| 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. | |  |
|  | 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. | |