 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 9**

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| **Student: Teacher: Date Due:** |
| **Assessment Type:** Writing and Creating  **Weighting: 7.5%**  **Task 6: Analysis Questions on novel studied in class**  You have 55 minutes to respond to the three questions below onto lined paper.  You need to respond to the questions using the **TEEL paragraph structure**.  You will be allowed an annotated copy of your **novel** and **your novel analysis booklet** during the test.  **Mark: / 100** |

1. **Describe and discuss a theme in the novel. Use evidence to support your answer.**

**(20 marks)**

1. **Discuss how the setting of the novel is shaped by its context. You need to discuss author and/or social context in your response.**

**(20 marks)**

1. **Stories often explore the power of human interactions and relationships to offer an insight into the world.   
     
   Does the novel you have studied confirm this statement? Refer to one or more characters in your response.**

**(20 marks)**

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|  | **Year 9 Assessment Pointers – Writing and Creating** | | | | |
| **A** Excellent achievement  80-100 16-20 8-10 | **B** High achievement  65-79 13-15 7 | **C** Satisfactory achievement  50-64 10-12 5-6 | **D** Limited achievement  30-49 6-9 3-4 | **Total Marks** |
| **Question One** | Constructs a fluent and cohesive paragraph, using text connectives to organise ideas. | Constructs paragraphs that are well developed, using clear topic, developing, supporting and linking sentences. | Constructs paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily. | Constructs paragraphs that include more than one idea or that describe ideas related to the question or topic in a general way; sometimes includes irrelevant detail. | /15 |
| Develops and supports points through incorporating appropriate evidence for example, quotes and examples, and clearly explains its significance. | Incorporates relevant evidence to support points, with a general explanation of its significance. | Includes evidence to support points and provides some explanation of its significance. | Makes generalisations without providing supporting evidence. | /15 |
| **Question Two** | Constructs a fluent and cohesive paragraph, using text connectives to organise ideas. | Constructs paragraphs that are well developed, using clear topic, developing, supporting and linking sentences. | Constructs paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily. | Constructs paragraphs that include more than one idea or that describe ideas related to the question or topic in a general way; sometimes includes irrelevant detail. | /15 |
| Develops and supports points through incorporating appropriate evidence for example, quotes and examples, and clearly explains its significance. | Incorporates relevant evidence to support points, with a general explanation of its significance. | Includes evidence to support points and provides some explanation of its significance. | Makes generalisations without providing supporting evidence. | /15 |
| **Question Three** | Constructs a fluent and cohesive paragraph, using text connectives to organise ideas. | Constructs paragraphs that are well developed, using clear topic, developing, supporting and linking sentences. | Constructs paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily. | Constructs paragraphs that include more than one idea or that describe ideas related to the question or topic in a general way; sometimes includes irrelevant detail. | /15 |
| Develops and supports points through incorporating appropriate evidence for example, quotes and examples, and clearly explains its significance. | Incorporates relevant evidence to support points, with a general explanation of its significance. | Includes evidence to support points and provides some explanation of its significance. | Makes generalisations without providing supporting evidence. | /15 |
| **Grammar, spelling and punctuation** | 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. | /5 |
| Spells familiar and most challenging words accurately, and uses punctuation with a high degree of accuracy. | Uses accurate spelling for familiar and some challenging words, and uses most common and complex punctuation correctly. | Spells common and familiar words accurately and uses most common and some complex punctuation accurately. | Misspells some familiar words and uses correct punctuation inconsistently. | /5 |
| \_\_\_\_\_\_\_/100 | | | | | |