 **NARROGIN SENIOR HIGH SCHOOL** 

**Task 2**

**English Year 9**

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| **Student: Teacher:**  **Date Given: Date Due:** |
| **Assessment Type:** Writing  **Weighting: 5%**  **Task 2: 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.  **NAPLAN definition of a narrative:**  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 *(5 marks)* |  |  |  |
| Draft *(10 marks)* |  |  |  |
| Evidence of editing on the draft *(5 marks)* |  |  |  |
| Editing checklist |  |  |  |
| Final copy *(80 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** |
| **Planning, draft and editing** | Prepares an effective plan and draft which takes into account the needs of the task. | Lists key points and examples to plan a response and writes a brief draft. | Uses a provided template to prepare a plan and produces a limited draft. | Prepares a brief/simple plan with the aid of a provided template, no draft. | /20 |
| **Language** | 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. | /20 |
| **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. | /20 |
| **Sentence Structure** | 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, compound sentences. Some complex sentences correct. Relies on repetitive structures. | Presents ideas, using some simple sentence structures, though some structures may detract from meaning. | /20 |
| **Spelling** | 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. | /10 |
| **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. | /10 |
| /100 | | | | | |

**Task 2 Narrative Writing** **Self-Editing Checklist** (to be completed before submission)

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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/dialogue. | | ⃝ 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 language that appeals to the senses (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 (Ben’s frog). |

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

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2021

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