Assessment Task for Stage 4: Year 9

Subject: English

Assessment Task No. | Due Date:
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1 | Check 1 – First lesson Week 4
   | Check 2 – First lesson Week 6
   | Final due date – First lesson week 8

THIS ASSESSMENT TASK CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Submission Instructions

- Submit the task by handing to your teacher and signing a class list during your lesson on the due date.
- This cover sheet must be attached to the task.
- Part B will be completed in class on the due date

➤ Assessments submitted after the lesson on the due date will immediately receive a Tuesday detention pending a note from parents explaining the absence.

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

Outcomes being Assessed

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and for pleasure
EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-6C investigates the relationships between and among texts
EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Student Confirmation

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made and a mark of zero awarded and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: ________________________________ Date: ______________
1. Description of the Task

Part A – Narrative

*Imaginenow! Has invited all Year 9 students to participate in a Creative Writing Competition. Students will be judged on their creativity and ability to utilise genre conventions to develop effective plot and character(s).*

You are asked to **compose** a narrative that demonstrates your knowledge and understanding of **genre conventions** and **narrative structure**.

This story must:

- focus on one specific **genre**
- utilise genre conventions
- use **narrative structure** and **language techniques** to enhance your story
- be between 600-800 words in length
- integrate ONE of the narrative prompts provided

**Narrative Prompts:**

1. The gloom was stifling.
2. In this case, honesty is certainly not the best policy.
3. I can do this; one foot in front of the other.
4. “Is it supposed to do that?”
Progressive Submission Requirements:

Your teacher must sight your writing process at various intervals. You are required to present your writing as follows:

Check 1 - 15 point summary outlining the plot

Check 2 - Complete first draft of 600 to 800 words

- Your teacher will ‘sight’ your plot outline and drafts to ensure you are working progressively on this task. No marking or feedback will be given until the final submission.

PART B – Narrative Explanation

To be completed in class on day of final submission under exam conditions

Complete the Narrative Explanation sheet attached

- Notes are not allowed
- Students may use their story when completing reflection question

Key Terms:

compose: to create a text

genre: A category or group which a text belongs to

genre conventions: Accepted practices and characteristics of a text that are generally used and understood

language techniques: the techniques/devices used by the author to tell a story and enhance the understanding of the audience

narrative structure: The sequence of events and conflict development within the text. Includes: prologue, orientation, rising action, complication, climax, resolution, epilogue, flashbacks and foreshadowing. May follow a linear or non-linear structure

writing process: the process of drafting, editing and proofreading before final publication of a text
Suggested writing prompts to address Part B: Narrative Explanation

**Topic sentence / point:**
A statement that explains the main ideas in your narrative and the ways it fits into a specific genre.

| Idea one: | How does your narrative use specific genre conventions?  
|           | Give specific examples from your narrative to support your ideas about genre conventions.  
|           | In what ways do these genre conventions engage the audience? |

| Idea two: | How have you used language techniques to create meaning in your narrative?  
|           | Give specific examples from your narrative that demonstrates your use of language techniques.  
|           | In what ways does the language in your narrative engage the audience? |

| Idea three: | How have you manipulated narrative structure to develop your story?  
|             | Give specific examples from your narrative to support your ideas.  
|             | How has manipulating the narrative structure in your narrative helped to engage your audience? |

**Final statement / link:**
Summarise your ideas and clearly state how effectively you have used all of the above elements to engage your audience.
PART B: NARRATIVE EXPLANATION

Name: ___________________________________________ Teacher: _________________________________

Explain to your teacher the ways you have used genre conventions, language techniques and narrative structure in your narrative to engage the audience. You must give specific examples from your narrative to support your ideas.
**Part A - Narrative**

<table>
<thead>
<tr>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY ACHIEVEMENT</td>
<td>BASIC ACHIEVEMENT</td>
<td>SOUND ACHIEVEMENT</td>
<td>HIGH ACHIEVEMENT</td>
<td>EXCELLENT ACHIEVEMENT</td>
</tr>
<tr>
<td>write a text using one of the different types of sentences</td>
<td>write a text using at least two different types of sentences</td>
<td>write a text using a variety of simple, compound and compound sentences</td>
<td>write a text using a variety of correctly structured simple, compound and complex sentences</td>
<td>write a text using an appropriate variety of correctly structured simple, compound and complex sentences</td>
</tr>
<tr>
<td>write a narrative identifying events</td>
<td>write a narrative which uses an orientation presenting some background information, includes a series of events</td>
<td>write a narrative which uses an orientation presenting some background information, includes a sequenced series of events linked to the complication and includes a resolution, using some descriptive language</td>
<td>write a narrative which uses an orientation presenting most background information, includes an appropriately sequenced series of events linked to the complication and includes a resolution, effectively using some descriptive language</td>
<td>write a narrative which uses an appropriate orientation presenting background information clearly and accurately, includes a detailed and effectively sequenced series of events linked to the complication and includes a resolution, effectively manipulating appropriate descriptive language</td>
</tr>
<tr>
<td>compose a text</td>
<td>write a simple narrative which uses some genre conventions</td>
<td>write a narrative which uses genre convention and narrative structure to tell a complete story</td>
<td>write a narrative which demonstrates strong knowledge and understanding of genre conventions and narrative structure to creatively communicate ideas</td>
<td>write a narrative which demonstrates a highly-developed knowledge and understanding of genre conventions and narrative structure to effectively communicate ideas and entertain the reader</td>
</tr>
<tr>
<td>demonstrate control of grammar and spelling with assistance</td>
<td>demonstrate control of some grammar and spelling</td>
<td>demonstrate control of most grammar and spelling</td>
<td>demonstrate consistent control of grammar and spelling</td>
<td>demonstrate effective control of grammar and spelling to influence meaning</td>
</tr>
</tbody>
</table>

**Part B – Narrative Explanation**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>write a text using one of the different types of sentences</td>
<td>write a text using at least two different types of sentences</td>
<td>write a text using a variety of simple, compound and / or complex sentences</td>
<td>write a text using a variety of correctly structured simple, compound and / or complex sentences</td>
<td>write a text using an appropriate variety of correctly structured simple, compound and / or complex sentences</td>
</tr>
<tr>
<td>write some sentences on a topic with assistance</td>
<td>write a paragraph within a text which has a topic sentence and one other sentence providing supporting detail</td>
<td>write some paragraphs within a text which have a topic sentence and one other sentence providing supporting detail</td>
<td>write some paragraphs within a text which have a topic sentence and more than one other accurately structured sentence providing supporting detail</td>
<td>write paragraphs within a text which consistently have a topic sentence and several accurately structured sentences providing supporting detail</td>
</tr>
<tr>
<td>use at least one subject specific term with assistance</td>
<td>use at least one subject specific term</td>
<td>use some subject specific terminology correctly</td>
<td>use most subject specific terminology correctly</td>
<td>use subject specific terminology consistently and correctly</td>
</tr>
<tr>
<td>write a response about genre</td>
<td>Demonstrate some knowledge of genre through a description of textual features</td>
<td>demonstrate knowledge and understanding of genre through an explanation of textual features with evidence</td>
<td>demonstrate knowledge and understanding of genre through a detailed explanation of textual features with evidence</td>
<td>demonstrate knowledge and understanding of genre through an insightful explanation of textual features with aptly chosen evidence</td>
</tr>
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