



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

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| <b>Subject</b>       | English  |
| <b>Topic</b>         | Tragedy  |
| <b>Class Teacher</b> | Miss Lapich, Mr Jones, Mrs McLennan, Mr Gilmour, Mr Burfitt, Miss Ward, Miss Peasley |
| <b>Head Teacher</b>  | Mrs Macdonald  |
| <b>Year</b>          | 9  |
| <b>Date Given</b>    | Week 5   |
| <b>Date Due</b>      | Week 9   |
| <b>Weighting</b>     | 25%  |

### Assessment Outline

- 1) You will be given one class period to write your own Shakespeare-inspired creative writing story. You must write a tragedy so you will need to be familiar with the forms and features of a tragedy and short stories.  
Please note: a tragedy does not have to end in the death of the major character; it just needs to have a dramatic or emotional ending.  
You will need to submit a draft one week before the due date, to gain feedback from your classroom teacher, and use the feedback to refine your narrative.
- 2) You will also need to write a 300 – 350 word reflection about the creative process and bring it to the lesson. Your reflection must include:
  - The name of your story and where it is set.
  - Two language devices and examples used in your piece.
  - Explain your character's tragic flaw and how you have included it in your story.
  - One area for development identified by your teacher and what you did to address this area in your narrative.
  - What you believe to be a strength of your piece and why.
  - What you learnt from the process of creating the task.

### Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

### Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

### **Failure to follow the above procedures may result in a zero award.**

**The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### Outcomes Assessed

- EN5 - 1A – Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and 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 - 4B – Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
- EN5 – 9E - Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

| <b>Criteria</b>  | <b>Outstanding</b>  | <b>Developed</b>  | <b>Sound</b>  | <b>Developing</b>  | <b>Limited</b>  |
|--|---|---|---|--|---|
| <b>Creates an engaging and imaginative tragedy.</b>  | Sophisticated use of the features of a tragedy in their narrative. Imaginative, engaging and original.  | Well developed use of the features of a tragedy. Draws strongly upon the imagination and is an engaging narrative.  | Uses of the features of a tragedy in their narrative Pedestrian, sound story idea and concept.  | Has a basic understanding of features of a tragedy in their narrative Under-developed story idea that lacks engagement and may recount.                                | Does not demonstrate an understanding of features of a tragedy in their narrative Limited plot development and may retell or rely on stereotyped ideas. |
| <b>Organises response using the appropriate structural features and paragraphing.</b>  | Sophisticated narrative structure that contributes to the engagement of the story. Consistent and considered paragraphing.  | Well-developed narrative structure that contributes to the engagement of the story. Occasional inconsistencies in paragraphing.                                     | Sound use of narrative structure – some areas may be under developed. Increasing inconsistency in paragraphs that begins to impede meaning.                           | Variable use of narrative structure – some areas may be under developed. Inconsistent paragraphing that detracts from meaning.   | Limited to no use of narrative structure. No evidence of paragraphing   |
| <b>Control of language - spelling, tense, point of view, punctuation and use of compound and complex sentences.</b>  | Sophisticated language use – consistent spelling, punctuation and other grammatical features. A diverse range of compound and complex sentences to enhance meaning. | Well-developed language use – some minor issues spelling, punctuation and other grammatical features. A range of compound and complex sentences to enhance meaning. | Sound use of language – increasing issues with language, maybe focused on one area – eg spelling. Some evidence of compound and complex sentences to enhance meaning. | Variable use of language – increasing issues with language, maybe focused on one or more areas – eg spelling and punctuation Mainly simple and some compound sentences | Inconsistent use of language, across multiple areas which dramatically impedes meaning. Limited ability to control sentence structure.                  |
| <b>Use of the textual features of a narrative such as dialogue, diverse vocabulary choices and use of techniques such as metaphors, similes, imagery, alliteration, personification and symbolism.</b> | Sophisticated range of language features that add depth and engagement to the narrative.<br><br>Multiple devices should be employed to suit purpose.                | Well -developed range of language features that add a level of depth and engagement to the narrative.<br><br>A range of devices should be employed to suit purpose. | A sound range of language features that add interest and help to create engagement in the narrative.<br><br>A range of devices should be employed to suit purpose.    | Variable use of language features.<br><br>Maybe one or two examples are present, these may be clichéd or predictable.  | Limited use of language features.<br><br>Maybe one or two examples are present.   |
| <b>Purposefully reflects on, assesses and adapts their individual skills. Implements teacher feedback.</b>   | Sophisticated understanding of and reflection on their skills. Highly developed ability to implement teacher feedback.  | Effective understanding of and reflection on their skills. Strong ability to implement teacher feedback.  | Sound understanding of and reflection on their skills. Attempts to implement teacher feedback.  | Basic understanding of and reflection on their skills. Some attempt to implement teacher feedback. May not be successful.  | Limited understanding/reflection. May not attempt all questions. Limited ability to implement teacher feedback.   |

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