



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Genre: Tragedy
Class Teachers	Lapich, Boyle, Velk, Gilmour, Livingstone, Jones, Ward, Peasley
Head Teacher	M Peasley
Year	9
Date Given	Week 3
Date Due	Cumulative Weeks 4-9, Term 3, 2020
Weighting	25%

Assessment Outline

Creative Writing Portfolio:

Students are to complete a writing portfolio of FIVE writing tasks. The portfolio will include analytical, creative and reflective writing pieces which relate to a Shakespearean drama studied in class. There will be at least ONE piece submitted for EACH of the following topics:

- Engaging Hooks
- Show, Don't Tell
- Writing Dialogue
- Building Tension
- Symbolism

Students will draft their work in class before writing their final submissions into a Writing Portfolio Booklet at the end of the week.

Submission

At the end of each week, students' Writing Portfolio Booklets will be collected with their 'polished' writing task for that week, and the task will be marked and teacher feedback provided.

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. Failure to follow the above procedure may result in a zero award.

Plagiarism:

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

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

Marking Rubrics:

Piece 1 - Hooks - Reflect

Criteria	3 marks	2 marks	1 mark
----------	---------	---------	--------

Ability to purposefully and meaningfully reflect on their learning	Writes a sophisticated and well-structured reflection that demonstrates they have reflected on all aspects of their learning.	Writes a sound and adequately structured reflection that demonstrates that they have reflected on most aspects of their learning.	Writes a basic reflection with limited structure that demonstrates that they have attempted to reflect some aspects of their learning.
Reflection explores the challenges of transferring the opening scene from one text type to another.	The piece skilfully describes the positives and negatives of transferring knowledge into new concepts and text types.	The piece describes the positives and negatives of transferring knowledge into new text types to a sound standard.	The piece attempts to describe the positives and negatives of transferring knowledge into new text types but response is limited.
Control of language	Develops a detailed, substantiated and coherent discussion using language fluently and confidently.	Presents a generally organised piece of writing using language that is mostly accurate and appropriate.	Shows basic expression and language control, but appears limited.

Piece 2 - Show Don't Tell - Create

Criteria	3 marks	2 marks	1 mark
Student utilises characteristics in line with chosen tragic hero.	Demonstrates a strong ability to utilise characteristics in line with chosen tragic hero.	Demonstrates a sound ability to utilise characteristics in line with chosen tragic hero.	Demonstrates a basic ability to utilise characteristics in line with chosen tragic hero.
Uses a range of dramatic and language features to show, not tell.	Uses a sophisticated range of dramatic and language features to show, not tell.	Uses a sound range of dramatic and language features to show, not tell.	Little to no attempt at using dramatic and language features to show, not tell.
Control of language	Demonstrates excellent control of spelling, punctuation, vocabulary and sentence structure.	Demonstrates sound control of spelling, punctuation vocabulary and sentence structure.	Demonstrates basic control of spelling, punctuation, vocabulary and sentence structure.

Piece 3 - Writing Dialogue - Create

Criteria	3 marks	2 marks	1 mark
Develops authentic character voice in dialogue.	Character voice is sophisticated and consistent with the character being developed.	Character voice is clear and mostly consistent with the character being developed.	Character voice is inconsistent, simplistic and/or lacks clarity.
Ability to effectively use dialogue tags in prose dialogue.	Wide range of dialogue tags used to effectively establish the relationship between characters.	Varying dialogue tags used to show some understanding of the relationship between characters.	Simplistic and repetitive dialogue tags used with no understanding of character relationships evident.
Ability to use correct punctuation and formatting appropriate to prose dialogue.	Accurate dialogue punctuation and formatting.	Mostly accurate dialogue punctuation and formatting with some minor errors.	Inaccurate dialogue punctuation OR formatting with several errors.

Piece 4 – Building Tension - Create

Criteria	3 marks	2 marks	1 mark
----------	---------	---------	--------

Ability to purposefully build tension in a clever and sophisticated way.	Builds tension in a sophisticated, clever and engaging way.	Builds tension in a manner that increases the engagement of the story.	Little to no tension is evident.
The use of language devices adds to the engaging nature of the story.	The piece purposefully uses more than one language device.	Language device/s used, but in a cliché or perfunctory manner.	The piece lacks language devices, or has inadvertent use of language device/s.
Control of language	Demonstrates excellent control of spelling, punctuation, vocabulary and sentence structure.	Demonstrates sound control of spelling, punctuation vocabulary and sentence structure.	Demonstrates basic control of spelling, punctuation, vocabulary and sentence structure.

Piece 5 - Symbolism - Analyse

Criteria	3 marks	2 marks	1 mark
Ability to effectively analyse the use of symbolism in the chosen text.	Sophisticated analysis of symbolism in the chosen text to convey key ideas.	Sound analysis of symbolism in the chosen text to convey general ideas.	Limited analysis of symbolism in the chosen text to convey some ideas.
Demonstrates knowledge of the text with direct textual references.	Demonstrates well-developed knowledge of the text through close textual references.	Demonstrates sound knowledge of the text through some textual references.	Demonstrates a basic knowledge of the text with little textual references.
Control of language	Develops a detailed, substantiated and coherent analysis using language fluently and confidently.	Presents a generally organised piece of writing using language that is mostly accurate and appropriate.	Shows basic expression and language control but appears limited.