



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Genre Study
<b>Class Teacher</b>	Mr Jones, Mr Gilmour, Mr Holliday, Miss Peasley, Ms Carrusca, Mrs Livingstone
<b>Head Teacher</b>	Miss Peasley
<b>Year</b>	9
<b>Date Given</b>	Week 5
<b>Date Due</b>	Week 7
<b>Weighting</b>	25%

### Assessment Outline

#### Part One: Due: Week 7 (20 marks)

You will write the opening of a short story that conforms to the conventions and writing style of your classes chosen genre/s. Your short story should reflect the genre conventions explored within your novel study through at least two writing features that are reflected in your novel's prose.

*This will be submitted via Google Classroom on the first lesson of English in Week 7.*

Word limit: 600-800

#### Part Two: Due: Week 8 (10 Marks)

You will write a reflection on your imaginative piece, in class, in response to one of the following questions:

- 1) How have you shaped your piece to evoke a particular response from the reader?

OR

- 2) How have you used conventions of your chosen genre(s) to engage your reader?

*This will be completed in class during your first period of English in Week 8. You may take a printed copy of Part One' into class as a reference for your reflection.*

Drafts: You may submit one draft to your class teacher no later than one week before the task date. You may submit a draft of no more than 500 words for Part One ONLY.

#### 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 cases.

#### 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

EN5-2A – Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.

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.

EN5-6C – 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

PART A

	<b>A Outstanding</b>	<b>B Well Developed</b>	<b>C Sound</b>	<b>D Developing</b>	<b>E Limited</b>
<b>Genre</b> Applies an understanding of the conventions of their chosen genre to craft an engaging piece.	Sophisticated use of the conventions of their chosen genre to engage the reader.  May subvert conventions for a clear purpose.	Effective use of conventions of the chosen genre to engage the reader.	Adequate use of conventions of the chosen genre to engage the reader.	Demonstrates some awareness of conventions of the chosen genre but does not use them to engage the reader.	Limited use of conventions of dystopian fiction.
<b>Narrative Features</b> Uses various features of language and structure to craft an engaging piece	Skilfully manipulates a variety of features of language and/or structure appropriate to audience and purpose	Effectively manipulates features of language and/or structure appropriate to audience and purpose	Adequately manipulates features of language and/or structure with clear purpose	Includes some recognisable features of language and/or structure with some connection to purpose or audience	Limited effort to use features of language and/or structure to engage a reader
<b>Word Choice and Narrative voice</b>	Writing is written with precision and nuance. Word choice and narrative voice is insightful and highly effective. Outstanding use of diction, syntax and figurative language is utilised for effect.	Your word choice is accurate, thoughtful and highly effective, and your voice is strong and appropriate for the task. You have deliberately used diction, syntax and/or figurative language for effect.	Your word choice is mostly accurate and effective and your voice is mostly strong. You have used diction, syntax and/or figurative language for effect.	Your word choice is sometimes accurate and effective. Voice is often lacking. You have attempted to use diction, syntax and/or figurative language for effect but were not always successful	There is limited attempt to use diction, syntax and/or figurative language for effect. Some word choice was inaccurate and/or syntax was faulty.
<b>Control of language – spelling, tense, punctuation, grammar, use of compound and complex sentences.</b>	Sophisticated language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and/or other grammatical features.	Sound language use – some minor issues in spelling, punctuation and other grammatical features – this may be in one area more than others.	Variable use of language – increasing issues with language, may be focused on one or more areas – eg. Spelling and punctuation.	Inconsistent use of language, across multiple areas that dramatically impedes meaning.

PART B

	<b>A Outstanding</b>	<b>B Well Developed</b>	<b>C Sound</b>	<b>D Developing</b>	<b>E Limited</b>
<b>Reflection</b> Reflects on language choices and processes with regard to purpose and audience	Reflects insightfully on language choices and processes in responses to the chosen question	Reflects purposefully on language choices and processes in response to the chosen question	Reflects on language choices and processes in response to the chosen question	Attempts to respond to the chosen question with some reference to audience and purpose	Limited engagement with the chosen question  No attempt to discuss language choices
<b>Control of language</b> – spelling, tense, punctuation, grammar, use of compound and complex sentences.	Outstanding control of language with little to no errors in terms of spelling, punctuation and sentence structure	Well developed control of language  Minimal errors in spelling, punctuation, sentence structure etc.	Sound control of language  Some errors in spelling, punctuation and sentence structure.	Attempts to develop control of language  Several issues with spelling, punctuation and sentence structure	Limited control of language  Persistent errors in spelling, punctuation, sentence structure etc.

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