



Year 7 English Tell Me A Story Assessment Task (2025)

Topic: A Story to Tell	Grade: A-E
SUBMISSION INFORMATION: <ul style="list-style-type: none">● Due Date: Term 1, Week 11 <u>Your class teacher will allocate a specific lesson.</u>● If you are absent on the due date of the task you must be prepared to complete it during the next English lesson you attend school.	
SUBMISSION REQUIREMENTS: <ul style="list-style-type: none">● This task is to be completed in class under test conditions during Week 11.● Students will be permitted to use the planning sheet provided, which they will complete prior to their assessment. No other additional notes or drafts will be permitted during the assessment task.	
OUTCOMES TO BE ASSESSED: <ul style="list-style-type: none">● EN4-RVL-01: uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction● EN4- URA- 01: analyses how meaning is created through the use of and response to language forms, features and structures● EN4- URB-01: examines and explains how texts represent ideas, experiences and values● EN4- ECA-01: creates personal, creative and critical texts for a range of audience using linguistic and stylistic	
DIRECTIONAL VERBS: <ul style="list-style-type: none">● Explains: Relate cause and effect; make the relationships between things evident; provide why and/or how● Uses: the action of using learned skills and strategies to construct texts for a range of purposes and audiences● Analyses: Identify components and the relationship between them; draw out and relate implications● Examines: Inquire into● Create: Write or compose a text, such as an essay, short story or poem.	
TASK DESCRIPTION: <ol style="list-style-type: none">1. Context: Imagine the CHS Library is clearing out some books to make way for new titles. What are they going to keep and what are they going to move out?2. Book Review: Write a book review explaining why your class novel should be a title selected to be kept on the library shelves. In writing your book review, you should give your opinion on how well your chosen text engages the reader through the use of narrative features such as plot, character and theme.	

ASSESSMENT CRITERIA:

Write an extended response, in the form of a structured and persuasive Book Review, which incorporates the following components:

1. Introduction

- State the text, author, and genre.
- Introduce your opinion on why the library should keep the book. Explain what you liked about the novel and why you think it is a worthwhile book to have in the library.
- Preview the aspects of the novel you will be exploring to argue your point, for example, the novel's plot, character and theme.

2. Body Paragraphs

- Write a minimum of **THREE** (3) paragraphs that use a PEEL, ALARM or other writing scaffold.
- Each paragraph should focus on a different aspect of the novel, such as plot, character and theme.
- **Paragraph 1:** Explain how the narrative arc and elements of plot are used to engage the reader. What was your favourite part, and why?
- **Paragraph 2:** Explain how the characters are developed – focus on one of the main characters and explain why this character is relevant and valuable to young readers. What do we learn from this character?
- **Paragraph 3:** Explain how one of the main themes is relevant and has something to say to the reader about the world we live in.

3. Conclusion

- Provide a brief summary of your main ideas.

NOTE: Remember to use evidence from the text, including quotations and examples, to support your ideas.

A scaffold and planning sheet will be provided in class to support your preparation. You will be allowed to bring the planning sheet into the assessment (see attached document).

<p style="text-align: center;">MARKING CRITERIA (EN4-RVL-01, EN4- URA- 01, EN4- URB-01, EN4- ECA-01)</p>	<p style="text-align: center;">GRADE</p>
<p>Student creates a comprehensive critical and personal book review that effectively explains how the selected novel is appropriate to be included in a library collection. The student explores a range of detailed arguments explaining the impact of an engaging plot, interesting character development, and relevant themes to represent the novel's ideas, experiences and values. In their response, the student uses detailed, well-developed textual references, including specific textual examples and quotations, to support ideas. The review is developed logically, presented as a well-structured persuasive book review, presenting an effective range of linguistic and stylistic language conventions utilising highly appropriate audience, purpose, context and form, with strong control of paragraphing, spelling, grammar and punctuation.</p>	<p style="text-align: center;">A</p>
<p>Student creates a detailed critical and personal book review that explains how the selected novel is appropriate to be included in a library collection. In doing this the student explores a range of developed arguments explaining the impact of an engaging plot, interesting character development, and relevant themes to represent the novel's ideas, experiences and values. In their response, the student uses some detailed textual references, including specific examples and quotations, to support ideas. The review is developed logically, presented as a well-structured persuasive book review, presenting a range of linguistic and stylistic language conventions utilising appropriate audience, purpose, context and form, with consistent control of paragraphing, spelling, grammar and punctuation.</p>	<p style="text-align: center;">B</p>
<p>Student creates a personal book review that explains how the selected novel is appropriate to be included in a library collection. In doing this the student explores a range of arguments explaining the impact of an engaging plot, interesting character development, and relevant themes to represent the novel's ideas, experiences and values. In their response, the student uses some textual references, including examples (and possibly quotations), to support ideas. The review is developed clearly, presented as a soundly structured persuasive book review, presenting some linguistic and stylistic language conventions utilising appropriate audience, purpose, context and form, with mostly consistent control of paragraphing, spelling, grammar and punctuation.</p>	<p style="text-align: center;">C</p>
<p>Student creates a personal book review that makes some attempt to explain how the selected novel is appropriate to be included in a library collection. In doing this the student refers to a number of aspects of the novel, describing elements of the plot, and/or characters, and/or theme to represent the novel's ideas, experiences and values. In their response, the student uses some general textual references, including examples that may rely on recount. The review is presented with basic structure, basic linguistic and stylistic language conventions, and with variable control of paragraphing, spelling, grammar and punctuation.</p>	<p style="text-align: center;">D</p>
<p>Student creates a limited response, identifying some elements of the novel such as plot, character and/or theme, but not explaining the impact of such features. In their response, the student uses no real textual evidence to support ideas. Student uses very few or no elements of form, with limited language appropriate to audience, purpose, context and form, and basic errors in spelling, grammar and punctuation.</p>	<p style="text-align: center;">E</p>

Student Name: _____

Class: _____

Year 7 Tell Me A Story – Assessment Planning Page

Use this planning page to help you complete your assessment task. This page can be used as a prompt while writing your response in class.

Text Name	Author	Publication Date

Introduction: <i>(What are your three key ideas?)</i>	
Idea 1	
Idea 2	
Idea 3	

Paragraph One	
Main Idea	
Example / Quote	

Paragraph Two

Main Idea

Example /
Quote

Paragraph Three

Main Idea

Example /
Quote

Conclusion

(Summarise your three key ideas)

Idea 1

Idea 2

Idea 3