Stage 4 Support English

Tell Me a Story Assessment Task 1

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| **TOPIC**: Tell Me A Story | **Total Marks:** /25 |
| **DUE DATE:** Term 1 Week  **DATE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **DAY:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **PERIOD:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Your class teacher will allocate 2 x specific lessons.  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:** This task is to be completed in class under test conditions during Week 9.  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:**  **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 conventions of language to express ideas | |
| **DIRECTIONAL VERBS:  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:**  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?  **Write a book review/report e**xplaining why your class novel should be a title selected to be kept on the library shelves. In writing your book review/report, you should give your opinion on how well your chosen text engages the reader using narrative features such as plot, character and theme. | |
| **ASSESSMENT CRITERIA:**  **In writing your book report/review, you should write an extended response. In doing so, you should:**   * **Create a structured, persuasive book report/review by:** * Starting with an introduction – introduce the text, author, genre, your opinion and preview the aspects of the novel you will be exploring to prove your point * Writing a series of paragraphs that use a PEEL or ALARM or other writing scaffold. Each paragraph should be about a different aspect of the novel, such as plot, character and theme * Ending with a conclusion   **In presenting you opinion of the novel, you need to explain why you think it should be a title that the library keeps in its collection. In doing this, you should:**   * Explain what you liked about the novel and why you think it is a worthwhile book to have in the library. * Explain how the narrative arc and elements of plot are used to engage the reader – what makes the plot interesting? What was your favourite part, and why? * 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? * Explain how one of the main themes is relevant and has something to say to the reader about the world we live in. * 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). | |

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| **Marking Criteria** | **Grade** | **Mark** |
| Student **creates** a comprehensive critical and personal book review/report that effectively explains how the selected novel is appropriate to be included in a library collection. *In doing this 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 report, 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.* | A | 21-25 |
| Student **creates** a detailed critical and personal book review/report 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 report, 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.* | B | 16-20 |
| Student **creates** a critical and personal book review/report 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 report, presenting some linguistic and stylistic language conventions* ***utilising*** *appropriate audience, purpose, context and form, with mostly consistent control of paragraphing, spelling, grammar and punctuation.* | C | 11-15 |
| Student **creates** a personal book review/report 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.* | D | 6-10 |
| *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.* | E | 1-5 |
| **Areas for development:**   |  |  | | --- | --- | | * Paragraphing | * Capital letters and punctuation | | * Sentence structure | * Topic sentences | | * Spelling | * Textual references | | * structure   Comment: ­­­­ | * Formal language | | | |

**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 we used as a prompt while writing your response in class.

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| **Name of Text:** |  |
| **Author:** |  |
| **Intro – 3 ideas** | 1.  2.  3. |
| **Paragraph 1:**  **Main Idea** |  |
| **Example/Quote** |  |
| **Paragraph 2:**  **Main idea** |  |
| **Example/Quote** |  |
| **Paragraph 3:**  **Main idea** |  |
| **Example/Quote** |  |
| **Conclusion** |  |