**English Faculty Assessment Task**

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| **COURSE AND TOPIC: Year 9 Short fiction** | | |
| **DATE DUE: Term: 1 Week: 8**  **Day: Thursday 21st March** | **WEIGHTING:**    **20%** | **ASSESSMENT MODE:**    **Writing**  **(500-800 word story + other sections)** |

**Handed out: 1/3/19**

**Task:**

**Write a short story inspired by the topics and/or stories you have read this term. Make sure you have an engaging mix of characters, setting and conflict.**

**BUT, as well as the finished short story you must hand in ANY 3 of the following process elements involved in preparing the story. The finished story is worth 5 marks and each element is also worth 5 marks, to make a total of 20. In other words, you are being marked on the PROCESS of preparing the story as well as the finished PRODUCT of the story.**

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|  | **Choose any 3 of the these 5 PROCESS elements to hand in:** |
|  | 1. **Brainstorm and plan** |
|  | 1. **Peer conference editing sheet** |
|  | 1. **Draft to teacher** |
|  | 1. **Editing checklist** |
|  | 1. **Self-evaluation** |
|  |  |
|  | **Finished story** |

**NB. You will receive a sheet to use for each of the process elements above.**

**The process elements can be finished and handed in at any time arranged with your teacher BEFORE the due date. The finished story is due on Thursday 21st March.**

In this task you will be marked on how well you:

* Follow the steps for developing, drafting and editing your story
* Create an engaging story using appropriate creative writing techniques and forms
* Show control of language appropriate to the short story form

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| **LATENESS/VOR:**  Assessments MUST be submitted either before or on due date.  A penalty of 20% per day applies for unexplained late assessment tasks in Year 7-10. Unexplained non-attempts will result in lunch assignment preparation sessions with the Head Teacher English  Non-submission will result in an “N” Notification or ‘Letter of Concern’ to parent/guardian  If you know you will be away on the due date or are having legitimate difficulties you must see the Head Teacher English before the due date.  If you are not at school on the due date, you should hand in a doctor’s certificate or similar stapled to your assessment task on your next day at school. |

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| **Outcomes assessed in this task:**  A student:  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.  EN5-5C thinks imaginatively, creatively, interpretatively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts. |

**Marking Guide:**

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|  | Marks\* | Comments |
| Plan/brainstorm | 1---2---3---4---5 |  |
| Peer conference and worksheet | 1---2---3---4---5 |  |
| Draft to teacher | 1---2---3---4---5 |  |
| Editing checklist | 1---2---3---4---5 |  |
| Self-evaluation | 1---2---3---4---5 |  |
| Finished product | 1---2---3---4---5 |  |

Total mark /20

\*Note: marks 5-1 conform to DEC A-E grading descriptors in the following way:

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|  | A-E Descriptor | Characteristics |
| 5 | demonstrates extensive knowledge and competence with skills | Fully completed; insightful; carefully developed; effective; extensive breadth of focus |
| 4 | demonstrates thorough knowledge and high level competence with skills | Fully completed; thoughtful; thorough, well developed; breadth of focus |
| 3 | demonstrates sound knowledge and an adequate level of competence with skills | Fully completed; sound; adequate level of development and breadth of focus |
| 2 | demonstrates basic knowledge and a limited level of competence with skills | May not be complete; limited level of development and breadth of focus |
| 1 | demonstrates elementary knowledge and very limited competence in some skills | Incomplete or elementary; very limited development and breadth of focus |