



GEORGES RIVER COLLEGE PEAKHURST CAMPUS
English Faculty
NOTIFICATION OF ASSESSMENT TASK

Year: 9	
Subject: English	
Due Date: Tuesday 22nd March 2022 (Week 9B) All classes P3 9ENGP, 9ENGV, 9ENGB, 9ENGE, 9ENGG, 9ENGI, 9ENGC P4 9ENGO, 9ENGR, 9ENGY	Time allowed: 55 minutes in class task. Class time will be allocated to work on a draft. The final copy will be written in class with no notes, other than the vocabulary sheet.
Weighting: 25%	Task Number: 1
Topic: Novel Study: Creative Writing and Rationale Task	
Syllabus outcomes: <ul style="list-style-type: none"> ➤ EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure. ➤ EN5-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences, and contexts ➤ EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts 	
Task Information: <i>You will be required to compose an imaginative piece of writing influenced by the class novel you have read this term. Then, you will discuss and justify your creative choices in a rationale.</i> <p style="text-align: center;"><u>There are TWO components to this task.</u></p> <p>1. Short story (15 marks) Choose one major event from your novel and re write the plot.</p> <p>Maybe a character lives instead of dies or dies instead of lives. Maybe a character chooses the other person to love, or maybe the villain wins. Perhaps you will consider changing the ending of the novel. Remember, you are only changing the plot; the style, characters, and setting of the piece should remain the same.</p> <p>In addition, you may bring in the attached 20 word vocabulary list to assist you in including challenging words into your narrative.</p> <p>2. Rationale (5 marks) The rationale is an explanation of how your short story is inspired by the class novel you have read. You should complete all rationale questions, on the lines provided, and refer to specific examples from your class novel to justify your response.</p> <p>Late or non-submission: This task is part of your formal assessment in English. Tasks not submitted on the due date will receive zero marks and an N-Award Warning letter, which may affect the successful completion of this course. If you are sick on the due date, you will have to provide a medical certificate to Mr Zouroudis on your first back at school and must still submit the assessment task.</p>	

Year 9 – Novel Task

Narrative Marking Criteria

Content of Short Story - Narrative	
Highly developed piece of writing which includes a highly engaging plot, strong character development, and an insightful interpretation of the class novel.	9-10
Developed piece of writing which includes an interesting plot, considerable character development and effective interpretation of the class novel.	7-8
Sound piece of writing where some sections of the story are interesting, some character development occurs, and the response makes adequate links to the class novel.	5-6
Basic piece of writing with a plot that does not always maintain reader interest, characters are not developed, and response does not make clear links to the class novel.	3-4
Limited piece of writing with a brief plot, characters are not developed, with no relevant links to the class novel.	1-2
Non attempt	0

Written Expression and Craft of Writing	
Highly developed vocabulary, spelling, punctuation, paragraphing and sentencing. Extensive and varied vocabulary and language techniques used. One or two minor errors.	5
Developed use of vocabulary, spelling, punctuation, paragraphing and sentencing. Varied vocabulary and language techniques used. Minor errors in no more than two areas of written expression.	4
Sound use of vocabulary, spelling, punctuation, paragraphing and sentencing. Sound vocabulary used with some attempt at integrating language techniques. Consistent minor errors across most areas of written expression.	3
Basic use of vocabulary, spelling, punctuation, paragraphing and sentencing. Basic or limited vocabulary and language techniques used. Many careless errors throughout text, particularly in basic areas of written expression.	2
Limited use of vocabulary, spelling, punctuation, paragraphing and sentencing. Limited evidence of control of written expression.	1
Non attempt	0

Total mark: /15

Teacher Comment:

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Rationale Marking Criteria

Question 1: Which event from the class novel did you change? Why did you change the event?

The event is identified and the reason for changing the event is clearly explained	1
The event isn't identified or explained/non attempt	0

Question 2: Identify a significant technique used by the author of your novel and explain how this technique is used to create an interesting or impactful novel.

A significant technique is identified from the novel. The impact of the technique is explained clearly and relates directly to the interest or impact of the novel. Examples include imagery, symbolism, characterisation, setting, conflict, narrative voice etc	2
A technique is identified and explained in some detail and with some relevance to the novel. The student may describe the technique itself instead of its impact in the novel	1
A technique hasn't been correctly identified or linked to the novel in any way/non-attempt	0

Question 3: Choose a quote from your own short story, identify a technique you have used, and explain how it helped shape the plot of your own short story.

A quote and technique is identified from the students own writing. There is a clear explanation of the way/s in which it has helped shape the new plot of their story.	2
A quote and/or technique is identified and explained in some detail.	1
A quote and/or technique hasn't been correctly identified or explained in any way/non-attempt	0