



# GEORGES RIVER COLLEGE PEAKHURST CAMPUS

## English Faculty

### NOTIFICATION OF ASSESSMENT TASK

### TASK REQUIREMENTS AND CRITERIA

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| <b>Year: 10</b>   | <b>Subject: English</b>  |
| <b>Date due: Term 2, Week 8</b><br><b>Tuesday 8<sup>th</sup> June 2021</b><br><b>Period 1 – 10EV, 10EI, 10EB, 10EP, 10EG</b><br><b>Wednesday 9<sup>th</sup> June 2021</b><br><b>Period 3 – 10ER, 10EO, 10EY, 10EE</b> | <b>Time allowed: In class task</b><br><b>1 period allowed – 50 minutes</b> |
| <b>Weighting: 25%</b>   | <b>Task Number: 2</b>  |
| <b>Topic: Short Story Narrative Task</b>  |  |

Syllabus outcomes: Students will:

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.

EN5-4B- effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

EN5-5C- Thinks imaginatively, creatively, interpretatively and critically about information and increasingly complex ideas and arguments

**You are required to compose a narrative influenced by ONE of the themes in a short story you have read in class this term. Your narrative should explore one of the following themes evident in the short story you have chosen.**

| <b>Text</b>                    | <b>Themes</b>  |
|--------------------------------|--|
| <b>'Man from the South'</b>    | <b>Gambling, addiction</b>                                       |
| <b>'Lamb to the Slaughter'</b> | <b>Trust, betrayal, desperation/survival, gender stereotypes</b> |
| <b>'The Storm'</b>             | <b>Trust, betrayal, desperation/survival, gender stereotypes</b> |
| <b>'Watermelon Moon'</b>       | <b>Forgiveness, redemption, conformity</b>                       |
| <b>'The Tell-Tale Heart'</b>   | <b>Guilt, justification of actions</b>                           |

**Features of a narrative include:**

- Orientation
- Setting description
- Character description and development
- Conflict and conflict resolution
- Plot development and complication
- Sequencing of events
- Evaluation - expression of the character's thoughts and feelings, which give rise to further action/events.
- Resolution – addresses the actions taken by the character to rectify the problem that confronts them. It may also include details of what the character or characters have learned or how they have changed due to their experiences.

**In addition, you will need to write a REFLECTION in which you analyse the relationship between your creative response and a text studied in class.**

**The marking criteria also addresses aspects of language such as spelling, use of dialogue, and sentence and paragraph construction.**

**Activities to be completed:**

- **Narrative – 400-500 words.**

- **Reflective Response.**

#### **Task Description and Requirements**

- **Students will use the lesson to write the narrative and reflection responses in class.**
- **They may prepare at home but no notes will be allowed in class.**

#### **IMPORTANT:**

**This task is part of your formal assessment in this subject. Tasks not submitted on the due date will receive zero marks and 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 support your appeal. A medical certificate will need to be presented to Mr Zouroudis or your teacher on the morning of the first day you are back at school.**

**Narrative Scaffold- Use the space provided**

|  |  |
|--|--|
| <b>Orientation-</b> Introduces and describes key character(s) and setting(s), and begins the events.   |  |
| <b>Sequence of events</b> that lead to complication which incorporate the theme throughout the narrative.  |  |
| <b>Complication-</b> Main point of interest or action in the narrative.<br>Evaluation of complication, that is, expression of character's feelings/ thoughts which lead to further action or series of events. |  |
| <b>Resolution-</b> The solution the character provides to the problem that confronts them.<br>What the character has learn as a result of their experience or how they have changed.                           |  |
| <b>Theme of the story.</b><br>This must be implied in the events of the story and not explicitly stated.   |  |

| MARKING CRITERIA  |       |  | Reflection   |    |  |
|---|-------|--|--|----|--|
| Paragraphs are used to address each element of the narrative.<br>The dialogue is correctly paragraphed and appropriate to the character.  | 5-4   | Excellent use of paragraphs and dialogue                           | Question 1<br>Identifies the short story chosen and the theme.   | 2  |  |
|   | 3-2   | Competent use of paragraphs and dialogue                           |  | 1  |  |
|   |       |  |  | 0  |  |
|   | 1     | Limited use of paragraphs and dialogue                             | Question 2<br>Discusses the author's exploration of the theme in the story you have chosen.                            | 2  |  |
|   | 0     | No evidence of dialogue or paragraphs used                         |  | 1  |  |
|   |       |  |  | 0  |  |
| Presents a detailed and sophisticated original and creative narrative that includes a key sequence of events leading to a complication which portrays the character(s) and themes represented.<br>Characters and setting are described in appropriate format.<br>Character growth is evident through their experiences. | 15-13 | Sophisticated and thorough narrative with development of the text. | Question 3<br>Effectively reflects on the integration of the theme within their short story, providing a direct quote. | 2  |  |
|   | 12-10 | Detailed narrative with development of the text.                   |  | 1  |  |
|   | 9-7   | Satisfactory narrative with development of the text.               |  | 0  |  |
|   | 6-4   | Basic narrative with some development of the text.                 |  |    |  |
|   | 3-1   | Limited narrative with minimal development of the text.            |  |    |  |
|   | 0     | Narrative displays no development of the text.                     |  |    |  |
| Language displays: use of complex and compound sentences, diverse vocabulary, correct spelling and punctuation.   | 4     | Excellent use of language features.                                |  |    |  |
|   | 3     | Competent use of language.   | Total  | 30 |  |
|   | 2     | Satisfactory use of language.                                      |  |    |  |
|   | 1     | Limited use of language.   |  |    |  |
|   | 0     | Language features not evident.                                     |  |    |  |
|   |       |  |  |    |  |

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Reflective Writing –**

- *For this component of the assessment task, you will need to make connections between your creative response and **one** of the themes of the prescribed short stories.*

**Rationale:**

1. Which story has inspired your narrative? Identify the theme of the short story that you have chosen to embed within your text. **(2 marks)**

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2. How does the author of the short story you have selected explore this theme? **(2 marks)**

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3. Explain how you integrated the above theme of the short story into your narrative. Refer to ONE specific example by using a quote from your story. **(2 marks)**

**Quote:**

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Explanation: \_\_\_\_\_

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