



# GEORGES RIVER COLLEGE PEAKHURST CAMPUS

## English Faculty

### NOTIFICATION OF ASSESSMENT TASK

Year: 8	Subject: English
Date due: Term 2, Week 9A Tuesday 15/06/2021 P1 – 8G (Eleos) P3 – 8V (Ali), 8Y(Campbell/Zouroudis), 8E (Nguyen) P4 – 8P (Rossenrode) P5 – 8O (Ali), 8B (Talevski), 8I (Osmond), 8R (Campbell)	In class task. Time allowed: 5 minutes of planning time. 45 minutes of writing time.
Weighting: 25%	Task Number: 2
Topic: Survival – Narrative Task	
Syllabus outcomes: <ul style="list-style-type: none"><li>• EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li><li>• EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</li><li>• EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</li></ul>	

### Task Information:

You will be required to compose an imaginative narrative based on the concept of survival. On the day, you will be provided with a range of stimuli to use as the basis of your story. You are to choose ONE of these stimulus pieces and are required to write a sustained piece of writing that conforms to the conventions of narrative writing.

In the narrative, you will demonstrate an:

- understanding of narrative features, including setting, character and plot
- effective use of language forms and features to describe and narrate the events of the story
- awareness of the theme of survival and the experiences relevant to the theme.

The recommended length is three A4 pages.

### IMPORTANT:

This task is part of your formal assessment in this subject. Tasks not completed on the examination date will receive a zero mark, which may affect the successful completion of this course. If you are sick or absent on the examination 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.

Lateness will incur a mark deduction of 20% per day, including weekends.

**Narrative Scaffold- Use the space provided**

**Orientation-** Introduces and describes key character(s) and setting(s), and begins the events based on the ideas in the stimulus.

**Sequence of events** that lead to the complication which incorporate the theme of survival throughout the narrative.

**Complication-** Main point of interest or action in the narrative.  
**Evaluation of complication**, that is, expression of character's feelings/ thoughts which lead to further action or series of events.

**Resolution-** The solution the character provides to the problem that confronts them.  
The resolution may detail what the character has overcome as a result of their experience or how they have changed.

**Theme of the story.**  
This must be implied in the events of the story and not explicitly stated. This is the driving force of your entire story and should be heavily influenced by the ideas in the stimulus.

<b>MARKING CRITERIA</b>			
<b>Name:</b>		<b>Class:</b>	
<b>Paragraphs are used to address each element of the narrative. The dialogue is correctly punctuated, paragraphed and appropriate to the character.</b>	5-4	Excellent use of paragraphs and dialogue.	
	3-2	Competent use of paragraphs and dialogue.	
	1	Limited use of paragraphs and dialogue.	
	0	No evidence of dialogue nor correct paragraphs.	
<b>Presents a detailed, original and creative narrative based literally or metaphorically on the chosen stimulus. The story describes setting and includes a sequence of events leading to a complication which portrays the character(s) and theme(s) represented. Character growth is evident through their experiences.</b>	15-13	Sophisticated and thorough narrative appropriate to the stimulus with establishment of setting, development of the character, plot and theme.	
	12-10	Detailed narrative with competent use of stimulus and development of the text.	
	9-7	Satisfactory narrative with sound use of the stimulus and development of the text.	
	6-4	Basic narrative with elementary development of the text and some relevance to the stimulus.	
	3-1	Limited narrative with minimal relevance to the stimulus and limited development of the text.	
	0	Narrative displays no development of the text with no relevance to the stimulus.	
<b>Language displays use of complex and compound sentences, diverse vocabulary providing vivid descriptions, with correct spelling and punctuation.</b>	5	Excellent use of language features.	
	4	Competent use of language.	
	3-2	Satisfactory use of language.	
	1	Limited use of language.	
	0	Language features not evident.	
<b>Total</b>		<b>/25</b>	