



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Year 9 English

Teacher: Ms Johnston, Ms Quigley and Ms Bell

Topic: Representations of the Past

Weighting: 20%

Date of Notification: Thursday 14th March 2019

Due Date: Tuesday 2nd April 2019

You will be assessed on how well you:

- demonstrate understanding of your chosen theme(s) and the ability to explore this in a narrative text
- demonstrate an ability to engage your audience
- demonstrate control of language in terms of grammar, spelling, punctuation, sentence structure and paragraphing.

TASK

This unit has allowed you to learn about the Holocaust through your study of various texts including poems, newspaper articles, documentaries and works of fiction. You will recall, no doubt, encountering many stories of courage, survival, endurance and hope as told and experienced by those who lived through the Holocaust.

Write a narrative which explores one or all of the following key themes from this unit of work:

- courage
- survival
- endurance
- hope

You may choose to write about the events of the Holocaust, events from your own life or an imagined event; the choice is yours. **It is expected that you will complete a draft of your story by Thursday 28th March 2019, and present it to your teacher prior to the due date.** As part of this task, students will be asked to peer assess each other's work in class *prior* to handing drafts to the teacher. You will be given some class time to complete this task, however, to do well some work should be completed at home.

Length: 500 words. Either word processed or NEATLY hand written.

Outcomes assessed in this task: EN4-4B, EN4-5C, EN4-9E

NOTE:

This is a compulsory assessment task. You are required to be in class on the above stated date to hand the task to your teacher. You are to make a genuine attempt at the examination. Failing to do so may result in the loss of 10% each day the task is late. If you will be away on the day, you are required to arrange an extension with your class teacher, or hand the task in early. If are away from school on the day due to an unplanned event, you are required to provide your teacher with a note from a parent/caregiver when you return.

Marking Criteria

Marking Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a skilful understanding of one or more of the themes: courage, survival, endurance or hope in a narrative• Demonstrates a skilful ability to engage the audience• Demonstrates a skilful control of language (spelling, punctuation, sentence structure and paragraphing)	17 - 20
<ul style="list-style-type: none">• Demonstrates an effective understanding of one or more of the themes: courage, survival, endurance or hope in a narrative• Demonstrates an effective ability to engage the audience• Demonstrates an effective control of language (spelling, punctuation, sentence structure and paragraphing)	13 - 16
<ul style="list-style-type: none">• Demonstrates an understanding of one or more of the themes: courage, survival, endurance or hope in a narrative• Demonstrates an ability to engage the audience• Demonstrates a control of language (spelling, punctuation, sentence structure and paragraphing)	9 - 12
<ul style="list-style-type: none">• Attempts to use one or more of the themes: courage, survival, endurance or hope in a narrative• Attempts to engage the audience• Demonstrates a variable control of language (spelling, punctuation, sentence structure and paragraphing)	5 - 8
<ul style="list-style-type: none">• Attempts to write a narrative• May attempt to engage the audience• Demonstrates a limited control of language (spelling, punctuation, sentence structure and paragraphing)	1 - 4

Elements of a Short Story

A short story is much briefer than a novel and it has fewer characters and situations: two named characters and one big event is enough to deal with in a short story.

Characters and how we get to know them:

1. Through the author's physical description of them
2. Their actions
3. Their words
4. Their inner thoughts
5. Through what other characters say and think about them

Plot – a pattern of events that develops from the interactions between characters i.e. a cause and effect relationship

1. Cause – things that make something happen
2. Effect – what happens because something was done

Conflicts – the problems the characters encounter. Their conflicts can be:

1. external – conflict with others and with nature
2. internal – conflict within themselves

Setting – setting always has two parts; time and place

Theme – the meaning behind the events and the characters' actions

Plot Outline:

1. Exposition or Orientation - the background or introductory information that the reader must have in order to understand the story
2. Rising Action – all of the events that take place leading up to the climax. This includes the complication (or the thing that goes wrong).
3. Climax – the turning point. Here the story is turned in a different direction, toward the conclusion, which is the wrapping up of the story
4. Falling Action – the immediate reaction to the climax
5. Denouement or resolution – the conclusion of the plot. Loose ends are tied up

Some Punctuation Help

All the best stories include dialogue as a technique to reveal details about characters and events.

1. Keep Punctuation Inside the Quotation Marks

“Hello,” said John. “How are you?”

Not like this...

“Hello”, said John. “How are you”?

2. Start a New Paragraph for a New Speaker

“Hello,” said John. “How are you?”

“Can’t complain,” said Eleanor. “Well, I could, but nobody listens to a word I say.”

“I’m just on my way to the coffee shop. Want to join me?”

“I’d love to, John, but I’m already running late.”

3. Use Quotation Marks According to Taste

You can choose to use either double or single quotation marks – so says the NAPLAN writing guide.

4. Use Dashes and Ellipses Correctly

Use ellipses to indicate a character’s words trailing off. Like this...

“The reason I wanted to talk to you, Frank, is to ask you...”

You would do that if the speaking character was distracted or forgot what they wanted to say.

But if they were cut off, use a dash...

“The reason I wanted to talk to you, Frank, is to ask you-”

“Yeah, well I don’t want to talk to you.”

The Editing Process

As you are writing, it is a good idea to be editing as you go. Always have a dictionary/thesaurus near you to assist with correct spelling and better words. When you have finished your first draft, try this strategy before presenting your draft to a peer for feedback. When you have peer feedback and have made changes, present your work to your classroom teacher for feedback.

The RID Editing Strategy

R Replace words, phrases and sentences with more effective ones

I Insert extra words, phrases and sentences

D Delete ineffective words phrases and sentences