



# Coonabarabran High School

## ASSESSMENT NOTIFICATION

**Subject:** Year 10 English

**Teacher:** Ms Quigley, Mrs Birrell, and Ms Johnston

**Topic:** Sharing Stories

**Weighting:** 20%

**Date of Notification:** Monday 24<sup>th</sup> February 2020

**Due Date:** Friday 13<sup>th</sup> March 2020

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**You will be assessed on how well you:**

- demonstrate understanding of the Australian experience within a narrative text
  - demonstrate an ability to engage your audience
  - demonstrate control of language in terms of grammar, spelling, punctuation, sentence structure and paragraphing
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**TASK** – Short Story

This unit has allowed you to learn of some of experiences real people have had in Australia throughout the 20<sup>th</sup> century. Now it is your turn to share with an audience either some of your own experiences or the experiences of imagined characters around a situation or event. Try to find inspiration within your family, through your history lessons about Australia, or through something that you have read or seen about Australia.

**Your story must have an Australian focus.**

**It is expected that you will complete a draft of your story and present it to your teacher prior to the due date.** Drafts are always a good strategy for success, especially in the field of creative writing. 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:** EN4-2A, EN5-4B, EN5-3B, EN4-5C, EN4-7D

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**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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Skilfully composes a piece of creative writing that captures a significant understanding of the Australian experience within a narrative</li><li>• Demonstrates an ability to skilfully engage the audience</li><li>• Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form</li></ul>	<b>17-20</b>
<ul style="list-style-type: none"><li>• Effectively composes a piece of creative writing that captures a significant understanding of the Australian experience within a narrative</li><li>• Demonstrates an ability to effectively engage the audience</li><li>• Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form</li></ul>	<b>13-16</b>
<ul style="list-style-type: none"><li>• Composes a piece of creative writing that captures an understanding of the Australian experience within a narrative</li><li>• Demonstrates an ability to engage the audience</li><li>• Demonstrates control of language and structure appropriate to audience, purpose, context and selected form</li></ul>	<b>9-12</b>
<ul style="list-style-type: none"><li>• Attempts to compose a piece of writing that captures the Australian experience within a narrative</li><li>• Attempts to engage the audience</li><li>• Demonstrates limited control of language and structure with limited appropriateness to audience, purpose, context and selected form</li></ul>	<b>5-8</b>
<ul style="list-style-type: none"><li>• Attempts to compose a response</li><li>• Demonstrates elementary control of language</li></ul>	<b>1-4</b>

## 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 your 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