



Coonabarabran High School ASSESSMENT NOTIFICATION

Subject: Year 9 English

Teacher: Ms Johnston, Mr Rollo and Ms Bell

Topic: Conflict (9E1 – The Book Thief, 9E2 – Tomorrow When the War Began), 9E3 – Deadly Una

Weighting: 25%

Date of Notification: Thursday 5th August 2021

Due Date: To be advised.

You will be assessed on how well you:

- demonstrate understanding of your chosen theme/s and the ability to explore this in a narrative
 - 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:

This unit has allowed you to learn about conflict through your study of *The Book Thief* by Markus Zusak, or *Tomorrow When The War Began* by John Marsdan, or *Deadly Una* by Phillip Gwynne. You will recall, no doubt, encountering many stories of courage, survival, endurance and hope as told and experienced by those who lived through the conflict focused on in the text.

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 texts you have studied, 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 Tuesday, 17th August 2021. As part of this task, students will be asked to peer assess each other's work in class prior to handing the 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 to 700 words maximum. Either typed or neatly handwritten.

Outcomes assessed in this task: EN4-3B, EN4-5, EN4-5D, EN5 – 8B

NOTE:

This is a compulsory assessment task. A student absent, due to illness or misadventure from a task or the day a task is due must provide a valid explanation to cover the absence. For planned absences, students must arrange an extension with your class teacher prior to the due date of the task. Failure to do this may result in the loss of 10% for each day the task is late. Students will also attend detentions until the task is completed.

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
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 with themselves.

Setting – setting always has two parts: time and place

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

Plot Outlines:

1. **Exposition or orientation** – the background or introductory information that the reader must have in order to understand the story.
2. **Rising Action** – all 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 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. Uses 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 should 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 edit as you go. Always have a dictionary/thesaurus near you to assist with 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 your peer feedback and have made changes, present it to your classroom teacher for feedback

The RID Editing Strategy

Replace words, phrases and sentences with more effective ones.

Insert extra words, phrases and sentences

Delete ineffective words and phrases and sentences

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 a effective understanding of one or more of the themes: courage, survival, endurance or hope in a narrative.• Demonstrates a effective ability to engage the audience• Demonstrates a 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