**YEAR 7 ASSESSMENT TASK 1 (Narrative) – Close study of a novel**

**TASK:** A narrative based on your class novel

**DUE DATE:** Term 1 Week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GRADES:** A-E

**Task Description -** Choose **ONE** of the following **THREE** options:

**Option 1:** Write a narrative (story) that includes at least **one character** from the novel you have been studying this term. The story must also include at least **one of the settings** from the novel.

**Option 2:** Write a ‘ghost chapter’ for your novel. This is a short section designed to fit somewhere within your existing novel. You should add extra detail to the story, focusing on fleshing out its characters. You could also choose a minor character and use this section to change them into a rounded character.

**Option 3:** Teacher choice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Your response should be **between 400-500 words and must be handed in by the date above** date. To ensure you are composing an effective story, please use the **Writing Checklist** given to you by your teacher.

**Outcomes Assessed: A student**

OUTCOME 1- responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

OUTCOME 2 - effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

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

**METHODOLOGY:**

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|  | **TASK** | **COMPLETED** |
| **1** | Brainstorm possible characters and settings from your novel that you could use in your story. Jot down descriptive words that you could use to portray them. |  |
| **2** | Brainstorm situations they could be in and how they would react to those situations (think about their character type). What will be the complication? How will they resolve the issue? |  |
| **3** | Plan your writing. Use the Writing Checklist to help you. |  |
| **4** | Remember to:* use paragraphs to organise your ideas
* write in sentences
* include precise vocabulary
* pay attention to your spelling and punctuation
* check and edit your writing so it is clear for a reader
 |  |

**Writing Rubric – Year 7 Term One Assessment**

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| --- | --- | --- | --- | --- | --- | --- |
| Criteria | **N** | **E** | **D** | **C** | **B** | **A** |
| A. **Characters and Setting**\*How well does the student understand and elaborate on characters and setting in the novel?\* How effectively does the student create character and setting in their story? | The work does not reach the standard listed in following column. | Only names characters or gives their roles.Only names the setting. | Brief description of a character and/or setting – needs further elaboration. | Satisfactory description of their character/s and setting but still needs further elaboration and/ or isn’t sustained. | Characterisation emerges through descriptions, actions or speech through the elaboration of the time and place | Details of characters are selected to create believable, rounded characters. Setting maintained and well detailed. Settings used symbolically. |
| **B. Ideas**To what extent are the students’ ideas original, thoughtful and engaging? | The work does not reach the standard listed in following column. | Only one idea that is not elaborated on. | Ideas are few and simple and not elaborated on. | Ideas are satisfactorily developed and relate to the main story line. | Ideas are substantial, contribute to the story line and contain an underlying theme. | Ideas are thoughtful, original to develop an engaging story that explores an underlying theme. |
| **C. Organisation and development**\*How well organised, coherent and developed is the presentation of work? | The work does not reach the standard listed in following column. | Ideas have little organisation; there may be a superficial structure, but coherence and/or development is lacking.Does not reach word limit. | Ideas have some organisation, with a recognisable structure, but may not contain all three parts (orientation, comp, resolution)May not reach word limit. | Ideas are adequately organised and linked. Contains an orientation and complication. Resolution is weak.Reaches word limit | Ideas are effectively organised, linked and contains all three parts, including one developed complication. Uses some plot devices.Reaches word limit | Ideas are coherent, controlled and complete, with links across and within paragraphs.A complete narrative structure is used which employs effective plot devices.Reaches word limit |
| **D. Audience**\* How well does the student use language and narrative devices to affect their reader? | The work does not reach the standard listed in following column. | Contains some simple content. | Contains some simple content that is, at times, difficult for the reader to follow. | Contains sufficient information for the reader to follow the story easily. | Supports reader understanding and attempts to engage the reader through language and narrative devices. | Influences of affects the reader through precise language choice and use of narrative devices. |
| **E. Language**\* How clear, varied and accurate is the language?\* How controlled and sophisticated is their use of and choice of language? | The work does not reach the standard listed in following column. | Language is very basic and there are many errors in spelling, grammar and sentence construction. | Language is mostly simple with some correct uses of grammar, sentence construction and spelling of simple and common words. | Language is clear with simple and compound sentences correct. Most complex sentences and spelling of simple and common words correct. Some correct spelling of difficult words. | Language is clear, precise and consistent with sentences constructed correctly and showing some variety in length and structure. Most words, including some difficult words, are spelled correctly and punctuation is varied. | Language is effective, articulate and accurate, with many difficult words and some challenging words spelled correctly.Punctuation is accurate and uses ALL applicable punctuation. |

**Writing Checklist**

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| I have shown a clear understanding of narrative conventions by including: * an effective opening (such as a sizzling start) which introduces my characters and setting
* at least one effective complication
* some form of conclusion or resolution
 |     |
| I have built character effectively |  |
| I have built setting effectively |  |
| I have used a variety of sentence types for effect |  |
| I have varied the beginnings of my sentences |  |
| I have used some complex punctuation (e.g. semi-colons, colons, dashes, brackets, ellipsis) |  |
| I have used dialogue appropriately (not too much and not too little) |  |
| I have used paragraphs appropriately |  |
| I have maintained the same tense throughout (unless switching deliberately for structural purposes e.g. flashbacks) |  |
| I have maintained the same person throughout (e.g. first, third) |  |
| I have edited my work to check for errors in punctuation, grammar and spelling. |  |
| I have written between one and two pages |  |