



Lightning Ridge Central School
Assessment Task Outline and Notification

YEAR 10 ENGLISH 2020

Task 2: Non-fiction unit – Speaking task

Date distributed: Tuesday 24th March 2020

Due date: **Week 11 2020**

Task weighting: 10%

Task description:

Part One: Spoken evaluation of writing process – in class

20 marks

Classwork: Write-a-book-in-a-fortnight

Due: Friday 3rd April 2020

Write-a-book-in-a-fortnight is class work for Weeks 9 and 10. Students are to compose an illustrated story/book of between 1000 and 5000 words (approx. 1000 words per student). The story or book will be based on parameters related to the class text, the “Goat on a Cow” podcast. Use the parameters that were distributed to your original team.

Audience and purpose: Stories and books will be pre-recorded to play to junior classes. The writing process will be evaluated in Part One of this assessment task. See the attached resource for further guidelines to writing the book.

Spoken evaluation: Students are to evaluate how successfully they used structure, language forms and features, and English textual concepts to compose an appropriate, engaging and well-developed book with links to the class text. Students will present this spoken evaluation to the class in a talk of between 3 – 5 minutes, and may use visual aids if they choose. Spoken evaluations may be pre-recorded or presented digitally as required.

Part Two: Reading books aloud to junior classes

5 marks

Students are to record themselves reading their stories and books aloud for junior classes. They should rehearse their reading to make it as entertaining, clear, and fluent as possible. All group members should participate in the reading.

Outcomes Assessed:

- EN5- 3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audience and contexts, describing and explaining their effects on meaning
- EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

Marking Criteria: Part One – Spoken evaluation

Students:	Mark range
<ul style="list-style-type: none">• Display insightful and precise language choices to compose a spoken evaluation• Compose a sustained and sophisticated presentation appropriate to purpose, audience and context• Demonstrate a highly effective ability to compose creatively, interpretively and critically to evaluate cultural assumptions in team books	18 – 20
<ul style="list-style-type: none">• Display perceptive and precise language choices to compose a spoken evaluation• Compose a controlled and well-developed presentation appropriate to purpose, audience and context• Demonstrate an effective ability to compose creatively, interpretively and critically to evaluate cultural assumptions in team books	14 – 17
<ul style="list-style-type: none">• Display sound language choices to compose a spoken evaluation• Compose a sound presentation appropriate to purpose, audience and context• Demonstrate an ability to compose creatively, interpretively and critically to evaluate cultural assumptions in team books	9 – 13
<ul style="list-style-type: none">• Display basic language choices to compose a spoken evaluation• Compose a basic presentation• Demonstrate a basic ability to consider cultural assumptions in team books	4 – 7
<ul style="list-style-type: none">• Display limited language choices• Compose a limited presentation	0 – 3

Part 2: Group read-aloud

Students:	Mark range
• Participate in a highly effective, rehearsed reading that is engaging, sustained, and fluent	5
• Participate in an effective, rehearsed reading that is engaging, controlled, and fluent	4
• Participate in a rehearsed reading that is engaging and fluent	3
• Unrehearsed participation in a reading	2
• Limited participation in a reading	1

Assessment Guidelines

- You must make a genuine attempt at all assessment tasks.
- You will receive two weeks notification for all assessment tasks or changes to your assessment schedule. It is important that you see your teacher immediately following any absence to see if you have missed any notifications.
- You MUST sign for all assessment notifications.
- If you are absent on the day of an assessment task (or on a due date) you must bring a doctor's certificate on your return to school. It is YOUR responsibility to see your classroom teacher/s and arrange a time to complete your task. Expect to complete or submit your task on your first day back at school.
- You are responsible for providing the appropriate equipment for each assessment task, unless otherwise indicated.
- 'N' Award Warning letters will be sent (Years 9-12) for not making a genuine attempt at a task or for failing to complete a task.
- Junior students who submit work late will receive a deduction of 20% of their possible marks for each day after the due date.
- Students who plagiarise from other texts or the internet will receive zero marks for this task.
- Remember to be prepared, be on time and be organised. Speak to your teacher if you have any questions.

Year 10 'Write-a-book-in-a-fortnight' class work guidelines

Write-a-book-in-a-fortnight: Write-a-book-in-a-day is an annual creative writing competition and fundraiser for children's cancer research. Your classwork has been styled on this competition but will instead be a 'write-a-book-in-a-fortnight' task.

This task may be completed remotely via email or skype if necessary.

Each book must be written, illustrated and bound by a team of writers. The minimum number of team members is five (5). The maximum number of team members is eight (8).

REVISED RULES: Each story or book must be written and illustrated by an individual or team of between two (2) and five (5) students.

Parameters: Each individual or team will be provided with a unique set of parameters to write their story: two human characters, one non-human character, an issue, a setting and five random words. The story may include secondary characters and settings but the parameters are the key components.

Random words: All teams are assigned five random words to be included at least once anywhere in the story. They must be included as written and without adaptation, e.g. "free" must be written as "free", not "freely" etc. The random words are the same for every team in the competition. Please write the random words in bold type to highlight their inclusion in your story.

Target audience: Your story is intended for reading by children aged 12-16 years. Do not include any swearing, strong or excessive violence, or inappropriate topics.

Illustrations: This is primarily a writing task but illustrations can add to the engaging qualities of your book. The front and back cover of the book must be illustrated, with further illustrations throughout the book. Illustrations may be created by hand or digitally. All illustrations must be original or copyright free.

Style: Be as creative as your story is, but please keep the font type and size legible. I suggest a font size no smaller than Arial 10 font. Chapter titles and page numbers are optional.

Compulsory sections: Your completed book must include the following sections in this order:

- i. an illustrated front cover including book title and team name
- ii. a page detailing your parameters
- iii. a list of authors and illustrators
- iv. your completed story with illustrations
- v. a back cover with a brief summary of your story (a blurb), a reader age recommendation and an illustration.

Word count: 1000 to 5000 words (approximately 1000 words per student)

All books will be judged on:

- i. compliance with all rules outlined above
- ii. story structure (well-planned and executed, consistent tone, plot and characterisation, imaginative)
- iii. literary excellence (correct spelling and grammar, good vocabulary)
- iv. reader engagement and audience appropriateness
- v. illustrations (contribution to the story, technical competence and appeal)
- vi. final appearance of the bound book

Adapted from <https://writeabookinaday.com/wp-content/uploads/2019/05/Manual-Write-a-Book-in-a-Day.pdf>

Parameters:

Cow team

Character: Homesick world war two soldier

Character: The granddaughter of Bellman Chase

Non-human character: Cow

Setting: a Manhattan high school

Issue: Lost letters

Your random words are: underground, curiosity, peace, epic, circling

Goat team

Character: A failed politician, Ella Chase

Character: A Manhattan middle school teacher

Non-human character: Goat

Setting: on the side of the highway, Route 101

Issue: Misdirected mail

Your random words are: unknowable, empathy, dreamy, underworld, startling

I suggest you follow a process like this (allocating roles as you go along):

(you might want to set up a group chat of some kind but be aware of team members who do not have access to this and be sure to email them)

- brainstorm ideas and share with the team by email
- pick the best ones while being kind and respectful of the ideas of others
- make a mind map that tracks the plot and characters etc of the story
- allocate chapters or illustrations to people in the team
- catch up by email as you write about plot twists or events so people following you can incorporate these into the story
- put it all together in a rough early draft to share so everyone knows what's going on
- collect final drafts all together for final editing and proofreading - swap chapters for these final checks.

A solid plan at the start will help your story be more cohesive. Good luck!

