|  |  |  |
| --- | --- | --- |
| **Task** | **Due Date** | **Weighting** |
| Portfolio of writing. | **Book review** due Friday Week 5 Term 1 **3/3/17**  **Creative Writing** Due Tuesday Week 7 Term 1 **17/3/17**  **Information Report** Due Week 9 Term 1 **31/3/17** | 25% |

|  |  |
| --- | --- |
| A student: | |
| **1** | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features. |
| **2** | Effectively uses a widening range of processes, skills, strategies and knowledge for responding to |
| **3** | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| **5** | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| **6** | Uses knowledge of sentence structure grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies |

**Total marks: 68**

**Survival Task:**

Students will create a multi-genre portfolio throughout the unit which is a compilation of poetry, non-fiction and other types of student writing.  These writings pertain to the theme of the unit, Survival.  Students will work individually and on a group task.

Due Dates for each task will be set by the classroom teacher. The final due date for all pieces of work is **Monday week 10 Term 1 2017.**

**Portfolio Tasks:**

1. Book Review (drafted in class) of the novel “Trash” 24 marks
2. Creative writing short story 1 – 2 pages about survivial 24 marks
3. Information Report on survival techniques. 20 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book Review** | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| **Rough Draft – at least two writing pieces are handed in with draft copies.** | Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback. | Rough draft brought on due date. Student shares with peer and peer makes edits. | Provides feedback and/or edits for peer, but own rough draft was not ready for editing. | Rough draft not ready for editing and did not participate in reviewing draft of peer. |
| **Mechanics – final version has been thoroughly edited.** | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |
| **Originality – each piece of writing shows originality and creativity.** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people\'s ideas (giving them credit), but there is little evidence of original thinking. | Uses other people\'s ideas, but does not give them credit. |
| **Attractiveness – work is handed in a neat and tidy way.** | Makes excellent use of font, colour, graphics, effects, etc. to enhance the presentation. | Makes good use of font, colour, graphics, effects, etc. to enhance to presentation. | Makes use of font, colour, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, colour, graphics, effects etc. but these often distract from the presentation content. |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| **Organisation** | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Short Story** | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| **Focus on Assigned Topic** | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The poem wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | Little attempt has been made to relate the story to the assigned topic. |
| **Creativity** | The story contains many creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has really used his imagination and imagery. | The story contains a few creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has used his imagination and imagery. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination and imagery. | There is little evidence of creativity in the story . The author does not seem to have used much imagination and imagery. |
| **Title** | Title is creative, sparks interest and is related to the story and topic. | Title is related to the story and topic. | Title is present, but does not appear to be related to the story and topic. | Attempt at a title but no relation to the topic. |
| **Setting** | Many vivid, descriptive words are used to tell when and where the story took place. | Some vivid, descriptive words are used to tell the audience when and where the story took place. | The reader can figure out when and where the story took place, but the author didn\'t supply much detail. | The reader has trouble figuring out when and where the story took place. |
| **Language Techniques** | The author has used literary techniques to enhance their story. Eg. Metaphor, simile, personification, omnomatopoea, rhyme, alliteration, assonance which display efffective imaginative imagery. | The author has used literary techniques to enhance their story. Eg. Metaphor, simile, personification, omnomatopoea, rhyme, alliteration, assonance which display some creative imagery. | The author has used literary techniques to enhance their story. Eg. Metaphor, simile, personification, omnomatopoea, rhyme, alliteration, assonance which display some imagery. | The author has used basic literary techniques to enhance their story. Eg. Metaphor, simile, personification, omnomatopoea, rhyme, alliteration, assonance. |
| **Neatness** | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the lines are attractive. It looks like parts of it might have been done in a hurry. | The final draft is neither neat or attractive. It looks like the student just wanted to get it done and didn\'t care what it looked like. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Information Report** | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| **Position Statement** | The position statement provides a clear, strong statement of the author\'s position on the topic. | The position statement provides a clear statement of the author\'s position on the topic. | A position statement is present, but does not make the author\'s position clear. | There is no position statement. |
| **Support for Position** | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |
| **Sequencing** | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author\'s train of thought. | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author\'s train of thought. | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. |
| **Grammar & Spelling** | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| **Capitalization & Punctuation** | Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read. | Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read. | Author makes a few errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow. | Author makes several errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow. |