

Year 9 English: Gaps and silences in text

Student

Purpose: To expand or add a section to fill in gaps and silences in a novel

Knowledge and understanding	Interpreting texts	Constructing texts	Appreciating texts	
Choice of language elements that establish and maintain roles and relationships of the text	Interpretation of character traits, motivations, relationships and their impact on plot development	Application of text-type; seamless integration of inclusion into novel; accuracy of organisation and sequencing; degree that roles and relationships and cultural influences marry with original text	Judgments and opinions about text	
<ul style="list-style-type: none"> ◀ Makes purposeful and discerning use of cohesive ties, sustained and controlled spelling, punctuation and paragraphing decisions. Vocabulary skilfully manipulated to suit purpose. 	<ul style="list-style-type: none"> ◀ Skilfully portrays the ability to develop characters' relationships and plot development within a highly empathetic interpretation of the novel. 	<ul style="list-style-type: none"> ◀ Maintains the integrity of the novel and characters through a choice of subject matter that very effectively positions readers to empathise with the ideas and emotions expressed or implied in the novel. 	<ul style="list-style-type: none"> ◀ Appreciates the significance of text in developing cultural understandings and can practically apply these principles. Well-developed ability to review text to contribute to its overall success. 	A
<ul style="list-style-type: none"> ◀ Controlling, with occasional lapses, a wide range of appropriate vocabulary, sentence structures, spelling, subject-verb agreement, tense and cohesive paragraphs. 	<ul style="list-style-type: none"> ◀ Exploits the values, attitudes, beliefs and assumptions that underpin the novel. 	<ul style="list-style-type: none"> ◀ Exploits conventions of chosen text type, writes with subtlety to create a credible tone which blends seamlessly contributing positively to the novel. 	<ul style="list-style-type: none"> ◀ Understands successful text construction and can detect and suggest improvements to areas needing improvement. 	B
<ul style="list-style-type: none"> ◀ Appropriate sequencing in the main. Ability to choose some appropriate vocabulary to represent chosen character. 	<ul style="list-style-type: none"> ◀ Makes purposeful decisions with subject matter that effectively position readers to empathise with the ideas or emotions expressed or implied in the novel. 	<ul style="list-style-type: none"> ◀ Sequences and organises subject matter logically. Constructs credible situations, dialogue and conflicts to reflect selected social situation. 	<ul style="list-style-type: none"> ◀ Some evidence of the elements of text is displayed and shows some ability to self-monitor text writing. 	C
<ul style="list-style-type: none"> ◀ Uses a narrow range of clause and sentence structures with frequent grammatical and spelling lapses that impede understanding. Implements some punctuation though not paragraphing. 	<ul style="list-style-type: none"> ◀ Character development and plot is based on a superficial interpretation of the novel. 	<ul style="list-style-type: none"> ◀ Represents roles, relationships and ethnicity within the novel. Text type is employed with some success but loosely structured. 	<ul style="list-style-type: none"> ◀ Appreciation of character and plot is minimal and judgments are very narrow. 	D
	<ul style="list-style-type: none"> ◀ Reproduces original character and plot. 	<ul style="list-style-type: none"> ◀ Tenuous links to existing novel. 		E

Feedback