YEAR 10 EXAM ASSESSMENT NAME: \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL: \_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CREATIVE STORY TOTAL: \_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_**

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| **10** **PLOT** Original and effective ideas for plot that grab and maintain attention throughout, building on a recognisable theme. Strong ending. | **8** Cohesive and well-structured – message or impact perhaps not as strongly conveyed as could be, **OR** originality lacking. Provides enough information for reader to easily understand.  | **6** Cohesive plot but perhaps cliché. May lack a controlling theme. Ending may lack impact or clarity. May be missing opportunities for subtly – perhaps over-explaining elements. | **4** Mostly cohesive plot with some aspects that either don’t fit or don’t contribute to the engagement of the reader. Overly simplistic. No clear controlling theme. Ending may lack impact or clarity. | **2** Aspects of the story don’t feed into the plot. Difficult to see any cohesive structure. May be plot parts missing or lacking enough explanatory detail. |
| **10** **STYLE** Masterful control of style throughout piece with features such as strong vocabulary, varied sentences, use of similes, adjectives, descriptive detail. A sense of the student having made very deliberate choices that combine smoothly into the story-telling – uniqueness of style perhaps. | **8** Good control of writing features, with room for mastery to achieve fuller impact.  | **6** Developing a good sense of using writing techniques such as similes, vocab choices, sentence variety, but not consistently or to full effect. | **4** Some attempts at use of writing techniques to engage reader, such as adjectives/ description, perhaps a simile, some dialogue… | **2** Very basic writing style, no discernible use of writing techniques to engage the reader. |
| **LANGUAGE CONVENTIONS** |  | **3** Few or no spelling and punctuation errors. Very well paragraphed. May include the ability to use punctuation to full effect, eg commas in complex sentences; semi-colons, dashes… | **2** Some spelling and punctuation errors but does not slow down reading. Opportunities for dashes, exclamation marks, commas for complex sentences not fully utilised. Good paragraphing but room for improvement. | **1** Frequent punctuation and spelling errors on words that Year 10 are expected to know. Paragraphing skills not well developed. |
| **GRAMMAR & FLUENCY** | **4** 97-100% mastery of grammatical rules – room for one or two small mistakes. | **3** some grammar problems – eg occasional tense errors | **2** frequent grammar problems, (eg tenses and run-on sentences ) but story can still be understood with some effort. | **1** frequent grammar problems that making reading difficult to understand. |

**26-27 A+ 23-25 A 20-22 B+ 17-19 B 14-16 C+ 11-13 C**

YEAR 10 EXAM ASSESSMENT **TEXT RESPONSE TOTAL: /30**

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| **10** **TEXT KNOWLEDGE**Detailed and insightful knowledge of text. Sufficient examples used to make each point. Consistently focused on analysis, rather than plot summary**.** | **8** Very good knowledge of text, but lacks originality of ideas. Shows strong understanding of themes and characters. Sufficient examples to make point. Mostly focused on analysis rather than plot summary **OR** shows originality of ideas but lacks detail. | **6** Good knowledge of text shown but lacking insight into themes, character traits; lacks explanation or originality. Perhaps not using enough text examples/detail to make their point. May be overdoing plot summary rather than sticking to analysis. **OR** *some* original points but lacks details. | **4** Limited knowledge of text shown; lacking detail. **OR** tending to summarise the plot without analysis or very limited analysis. | **2** Poor knowledge of text; multiple inaccuracies, **OR** essay too short to make assessment of knowledge. |
| **10 ESSAY STRUCTURE**Essay includes introduction, at least 3 body paragraphs and a conclusion, and all are well structured, comprehensive and relate clearly to the topic. Flows smoothly throughout. | **8** Essay includes introduction, 3 body paragraphs with good structure or two body paragraphs with very good details and structure. Could be needing greater fluency/cohesion. Perhaps lacking some detail in parts. Clearly relates to topic throughout most of essay. | **6** All elements present but lacking detail or fluency. May not clearly link to the topic at times **OR** some elements of structure not developed enough. | **4** One element missing (intro, body, conclusion). **OR** One or two elements poorly developed or expressed **OR** all elements are there, but do not relate to the topic well. | **2** Two or more elements missing (intro, body, conclusion) eg introduction and conclusion.  **OR** has all elements but only in skeleton or dot point form. |
| **STYLE**  |  | **3** Masterful control of academic style and vocabulary throughout piece. | **2** Good control of writing features, with room for mastery to achieve fuller impact. May need more academic style. | **1** Still developing sense of control over style and academic language. More than two examples of slang/informal language. |
| **LANGUAGE CONVENTIONS** |  | **3** Few or no spelling and punctuation errors. Very well paragraphed. May include the ability to use punctuation to full effect eg commas in complex sentences; semi-colons, dashes… | **2** Some spelling and punctuation errors but does not slow down reading. Opportunities for dashes, exclamation marks, commas for complex sentences not fully utilised. Good paragraphing but room for improvement. | **1** Frequent punctuation and spelling errors on words that Year 10 are expected to know. Paragraphing skills not well developed. |
| **GRAMMAR & FLUENCY/CLEAR EXPRESSION** | **4** 97-100% mastery of grammatical rules – room for one or two small mistakes. Sentences and ideas are expressed clearly and fluently. | **3** Some grammar problems – eg occasional tense errors  | **2** Frequent grammar problems, (eg tenses and run-on sentences ) but essay can still be understood with some effort. | **1** Frequent grammar problems that making reading difficult to understand. |

**28-30 A+ 24-27 A 22-23 B+ 19-21 B 16-18 C+ 13-15 C 10-12 D+ 7-9 D**

**EXPOSITORY ESSAY TOTAL: / 31**

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| **10** **KNOWLEDGE**Detailed, original and insightful knowledge of topic. Sufficient examples used to make each point.  | **8** Detailed knowledge of the topic, but may need to support general ideas with more specific examples.  | **6** Supporting details and information are relevant, but one key issue or portion is unsupported.  | **4** Supporting details and information are relevant, but several key issues or portions are unsupported.  | **2** Supporting details and information are typically unclear or not related to the topic.  |
| **10 ESSAY STRUCTURE**The introduction grabs the reader’s attention and orients the reader. The body of the writing is well organised, flows smoothly and builds detail seamlessly. The conclusion powerfully reinforces the writer’s thesis. | **8**  The introduction is inviting and orients the reader. The body of the writing is well organised, flows smoothly and builds enough detail. The conclusion reinforces the writer’s thesis. | **6** All elements present but lacking detail or fluency. May not clearly link to the topic at times **OR** some elements of structure not developed enough. | **4** One element missing (intro, body, conclusion). **OR** One or two elements poorly developed or expressed **OR** all elements are there, but do not relate to the topic well. | **2** Two or more elements missing (intro, body, conclusion) eg introduction and conclusion.  **OR** has all elements but only in skeleton or dot point form. |
| **STYLE**  | 4 Masterful control of selected style and vocabulary sustained throughout the piece. Strong vocabulary. All sentences are well-constructed with varied structure. Sustains readers’ engagement through language choices/techniques. | 3 Good control of selected style with occasional lapses. Most sentences are well-constructed with varied structure. Keeps readers’ engagement most of the time through language choices/techniques. | 2 Good control of writing features, with room for mastery to achieve fuller impact. May need more selected style. Most sentences are well-constructed but have a similar structure. Invites readers’ engagement at times, through language choices/techniques. | 1 Still developing sense of control over style and language. Sentences lack structure and appear incomplete or rambling. Little attempt to keep the reader engaged. |
| **LANGUAGE CONVENTIONS** |  | 3 Few or no spelling and punctuation errors. Very well paragraphed. May include the ability to use punctuation to full effect eg commas in complex sentences; semi-colons, dashes… | 2 Some spelling and punctuation errors but does not slow down reading. pportunities for dashes, exclamation marks, commas for complex sentences not fully utilised. Good paragraphing but room for improvement. | **1** Frequent punctuation and spelling errors. Paragraphing skills need a lot of development. |
| **GRAMMAR & FLUENCY/CLEAR EXPRESSION** | 4 97-100% mastery of grammatical rules – room for one or two small mistakes. Sentences and ideas are expressed clearly and fluently. | 3 Some grammar problems – eg occasional tense errors - or awkward/unclear expressions  | 2 Frequent grammar problems, (eg tenses and run-on sentences ) but essay can still be understood with some effort. | 1 Frequent grammar problems that making reading difficult to understand. |

**28-31 A+ 24-27 A 22-23 B+ 19-21 B 16-18 C+ 13-15 C 10-12 D+ 7-9 D**