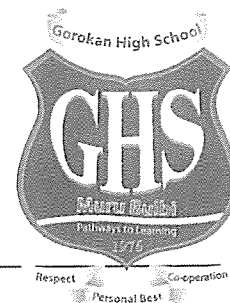


Assessment Task Notification



RESPECT | RESPONSIBILITY | PERSONAL BEST

Faculty: English	Course: Stage 5	Time allowed: 50 minutes (in-class)
Teacher/s: A. Glynn - 9.1 D. Crosland - 9.2 C. Toward/J. Leaudais - 9A R. Andrews - 9B K. Sutherland - 9P		Email: anne.glynn3@det.nsw.edu.au daniel.crosland1@det.nsw.edu.au carlyann.toward@det.nsw.edu.au jake.leaudais4@det.nsw.edu.au ryan.andrews24@det.nsw.edu.au kylie.sheaves@det.nsw.edu.au
Task number: 3	Title: Analytical Essay	
Year: 9	Weighting: 25%	Due date: Term 3, Week 7 In a lesson determined by your classroom teacher

Syllabus outcomes assessed:

EN5-5C A student 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.

21st Century and employment related skills:

<input checked="" type="checkbox"/>	Communication		Use of technology
<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Self-reflection and refinement
	Creativity		Problem Solving
	Collaboration		Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising		Cross-Cultural Understanding

Task description: You will be composing an **analytical essay** that discusses the novel studied with respect to the following statement:

‘Composers reveal new worlds and perspectives in their texts.’

You will have one period to compose an extended written response to the essay topic above. You will be required to respond to this statement with detailed reference to the novel you have studied with your class.

In your response you should consider the form used by the composer, such as:

Narrative structure	Tense	Point-of-View
Plot	Setting	Characterisation

You should also consider how and why the composer has used language features, such as:

Symbolism	Imagery	Metaphor	Onomatopoeia
Juxtaposition	Dialogue	Simile	Hyperbole

There are many more forms and features that might appear in your novel. You will need to determine which of the language forms and features are the most relevant.

Assessment criteria: You will be assessed on your ability to:

- ☐ Interpret and analyse how the composer has created new worlds and perspectives within their text.
- ☐ Make detailed references to the text studied in class
- ☐ Select and use language forms, features and structures.
- ☐ Compose a sustained piece of extended writing

Method of task submission: This task will be completed and submitted IN-CLASS.

Additional Submission Guidelines

While we expect every student to try their hardest when completing and submitting an assessment task, we acknowledge that some students need or will choose to have additional support to complete the task.

With guidance from your teacher, you may choose one of the submission options below. Regardless of which option you choose, you are expected to complete the task to the best of your ability.

Students may choose an option from the following list with respect to their task:

- A. To have the essay marked using the A to E criteria students **cannot** use any additional supporting documents
- B. PREPARATION TABLE: To have the essay marked using the B to E criteria students can have access to a teacher approved list of quotes, themes and discussion points from their set text - students who are choosing this option **MUST** submit their support material on the template provided by their teacher at least one lesson before the due date.
- C. SCAFFOLDED WRITING PROFORMA: Students who wish to have their essay marked using the C to E criteria can have access to a teacher approved list of quotes, themes and discussion points from their set text - students who are choosing this option **MUST** submit their support material on the template provided by their teacher at least one lesson before the due date. Additionally, students can use scaffolded writing proforma that will be provided by the classroom teacher - students who are choosing this option **MUST** submit their support material at least one lesson before the due date.

Marking Guidelines:

Grade	Descriptor	Mark
A	<input type="checkbox"/> Outstanding interpretation and analysis of how the composer has created new worlds and perspectives within their text. <input type="checkbox"/> Insightful and highly relevant references to the text studied in class <input type="checkbox"/> Highly effective selection and use of language forms, features and structures. <input type="checkbox"/> Composes a sustained piece of extended writing with clarity and cohesion. <input type="checkbox"/> Does NOT use any additional supporting documents	17-20
B	<input type="checkbox"/> Effective interpretation and analysis of how the composer has created new worlds and perspectives within their text. <input type="checkbox"/> Thoughtful and relevant references to the text studied in class <input type="checkbox"/> Effective selection and use of language forms, features and structures. <input type="checkbox"/> Composes a sustained piece of extended writing that is mostly clear and cohesive. <input type="checkbox"/> Might use an approved list of quotes, themes and discussion points.	13-16
C	<input type="checkbox"/> Sound interpretation and analysis of how the composer has created new worlds and perspectives within their text. <input type="checkbox"/> Some relevant references to the text studied in class <input type="checkbox"/> Sound selection and use of language forms, features and structures. <input type="checkbox"/> Composes a sustained piece of extended writing. <input type="checkbox"/> Might use an approved list of quotes, themes and discussion points and/or an approved scaffolded writing proforma.	9-12
D	<input type="checkbox"/> Basic interpretation and analysis of how the composer has created new worlds and perspectives within their text. <input type="checkbox"/> Minimal relevant references to the text studied in class <input type="checkbox"/> Basic selection and use of language forms, features and structures. <input type="checkbox"/> Composes a basic piece of extended writing. <input type="checkbox"/> Might use an approved list of quotes, themes and discussion points and/or an approved scaffolded writing proforma.	5-8
E	<input type="checkbox"/> Limited interpretation and analysis of how the composer has created new worlds and perspectives within their text. <input type="checkbox"/> No or irrelevant reference to the text studied in class <input type="checkbox"/> Limited selection and use of language forms, features and structures. <input type="checkbox"/> Composes a limited piece of extended writing. <input type="checkbox"/> Might use an approved list of quotes, themes and discussion points and/or an approved scaffolded writing proforma.	1-4
N	<input type="checkbox"/> Non-attempt or non-serious attempt	0

Was supporting information used: **YES/NO**

If so, which option **B C**

Feedback:
