

Assessment Task Notification



Faculty: English	Course: Stage 5	Year: 9	Task Number: 3	Due date: Week 8	Weighting: 25%
Title: Analytical Essay			Time Allowed: 50 minutes (in-class)		
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Syllabus Outcomes Assessed
<ul style="list-style-type: none"> EN5-URB-01 A student evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-ECA-01 A student crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

21st Century and Employment Related Skills			
☺	Communication		Use of technology
☺	Critical Thinking	☺	Self-reflection and refinement
	Creativity		Problem Solving
	Collaboration		Initiative and Enterprise
☺	Planning and Organising		Cross-Cultural Understanding

Task Description
 You are required to write and submit an analytical essay that uses a selection of appropriate analytical writing. You will be given opportunities to plan and refine your essay prior to completing it in class.

Consider and respond to the following statement with respect to the novel you have studied in class:

‘Analyse how your prescribed novel offers insights into perspectives of humanity.’

In your response, consider how the author uses their novel to present their views on aspects of human life, experiences and behaviour. Also, consider how the novel affirms or challenges the values and attitudes of the audience. Consider a variety of forms and features in your response.

Novel Form	Features
narrative structure	metaphor
tense	simile
point-of-view	juxtaposition
plot	dialogue
setting	onomatopoeia
characterisation	imagery

There are many more that you may notice in your novel; select the ones you think are important in your text.

Assessment Criteria

You will be assessed on your ability to:

- Analyse how texts represent the authors perspectives on humanity, and how they can affirm or challenge values and attitudes
- Craft a personal and analytical text by experimenting with and controlling language forms and features to shape meaning (using appropriate analytical writing conventions)

Method of Task Submission

This task will be completed and submitted in class in a lesson determined by the classroom teacher.

Academic Rigour

The task that you submit must be an original composition that reflects your own thoughts, ideas, skills and creativity. This means your submission must be entirely created by you, without the assistance of artificial intelligence or any automated content generation tools for any part of the task that will be formally evaluated according to the marking criteria.

We value your individual perspective, critical thinking, and unique voice in this assignment.

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:

- To have the essay marked using the A to E criteria students cannot use any additional supporting documents
- 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.
- 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

Criteria	Marks
<ul style="list-style-type: none"> • Effective analysis of how composers offer insights into their perspectives of humanity • Presents an effective response with well-chosen and detailed textual evidence • Uses appropriate vocabulary and demonstrates an effective control of language appropriate to context, audience and purpose. 	17-20 (A)
<ul style="list-style-type: none"> • Well-developed analysis of how composers offer insights into their perspectives of humanity • Presents a competent response with appropriate textual evidence • Uses mainly appropriate vocabulary and demonstrates a well-developed control of language appropriate to context, audience and purpose. 	13-16 (B)
<ul style="list-style-type: none"> • Adequate analysis of how composers offer insights into their perspectives of humanity • Presents an adequate response with some textual references • Uses some appropriate vocabulary and demonstrates a sound control of language appropriate to context, audience and purpose. 	9-12 (C)
<ul style="list-style-type: none"> • A limited and/or inconsistent analysis of how composers offer insights into their perspective of humanity. • Limited interpretation and explanation of textual forms and features • Vocabulary is limited or may use words repetitively and demonstrates limited control of language appropriate to context, audience and purpose. 	5-8 (D)
<ul style="list-style-type: none"> • Ideas stated or listed with no development or reference to perspectives of humanity. • Elementary interpretation and explanation of textual forms and features • Vocabulary is elementary. Language may be inappropriate to context, audience and purpose. 	0-4 (E)

