



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	YA Fiction
Class Teachers	Miss Forsyth, Mr Boyle, Miss Luchetti, Mrs Carrusca, Mrs Munro and Miss Peasley
Head Teacher	Miss Peasley
Year	8
Date Given	Week 7
Date Due	Week 9 Wednesday/Thursday (your teacher will let you know which period)
Weighting	25%

Assessment Outline

You are being asked to plan and compose an analytical written response (essay) addressing the question;

Explain how the novel you have studied this term reflects the experience of growing up.

You will complete your response in class on _____

To **prepare** for this task you should:

- review class notes or activities relating to your novel
- identify key moments that explore growing up
- identify techniques that are used in those moments
- choose the best examples of techniques from each moment
- Define how your novel explores growing up in one sentence. (This is your thesis)

- complete your scaffold in class on _____

Your teacher is able to give you **verbal feedback** only on your scaffold. No drafts of your essay will be accepted.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Failure to follow the above procedures may result in a zero award.

Plagiarism:

Plagiarism, the use of the work of others without acknowledgement, will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

Outcomes Assessed

EN4-4B: makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-9E: uses, reflects on and assesses their individual and collaborative skills for learning

Essay ___ /20

Criteria	Outstanding	Developed	Sound	Developing	Limited
Conceptual understanding Demonstrates understanding of representations of growing up in text studied.	Detailed exploration of growing up in relation to text Provides a precise and polished response to the question	Thorough exploration of growing up in relation to text Provides a clear and cohesive response to the question	Adequate exploration of growing up in relation to text Provides a clear response to the question, may lack cohesion at times	Attempts to explore growing up in relation to text Attempts a response to the question that lacks cohesion and clarity	Refers to growing up in relation to text Limited effort to respond to the question
Textual analysis Demonstrates understanding of how textual features shape meaning	Provides effective analysis of techniques used in the text Variety of aptly chosen textual evidence	Provides relevant analysis of techniques used in the text Appropriate selection of textual evidence	Provides some analysis of techniques used in the text Provides relevant textual evidence eg. quotes/paraphrasing	Describes examples from the text with no attempt to analyse the use of techniques	Refers to the text in general terms
Essay Form Demonstrates appropriate structure and language for an analytical essay	Proficient control of structural elements of an essay to present a cohesive argument Consistent use of formal register	Strong control of structural elements of an essay to present a clear argument Mostly consistent use of formal register	Sound control of structure elements of an essay to present an argument Attempts to use formal register	Variable control of structural elements of an essay; argument may be unclear Register is occasionally appropriate for an essay	Paragraphing is inconsistent or non-existent Register is inappropriate for an essay
Control of language Spelling, tense, punctuation, sentence structure, etc.	Skillful use of language - consistent spelling, punctuation and other grammatical features	Well-developed language use - some minor issues with spelling, punctuation and other grammatical features	Sound use of language - increasing issues, may be focused in one area - eg. spelling	Basic use of language - increasing issues across more than one area - eg. spelling and punctuation	Inconsistent use of language across multiple areas, which dramatically impedes meaning

Comment:
