



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Close Study of Novel
<b>Class Teachers</b>	Ms Luchetti, Miss Peasley, Ms McKenzie, Ms Forsyth, Mrs Munro, Mrs Livingstone.
<b>Head Teacher</b>	Miss Peasley
<b>Year</b>	9
<b>Date Given</b>	Tuesday June 4th, Week 6, Term 2 2024
<b>Date Due</b>	Wednesday June 19th, Week 8, Term 2 2024
<b>Weighting</b>	25%

### Assessment Outline

Students are to craft a persuasive or discursive response to the following prompt:

*“Think before you speak. Read before you think.”* – Fran Lebowitz

How do novels help readers understand and contribute to the world around them?

The task will be completed under examination conditions in the timetabled period on Wednesday June 19th. Students will be permitted to bring to the lesson a one page sheet of prepared notes to aid in their composition of their response.

### 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

**EN5-RVL-01**

uses a range of personal, creative and critical strategies to interpret complex texts

**EN5-URA-01**

analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

**EN5-URB-01**

evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

### Marking Rubric

**EN5-RVL-01**

uses a range of personal, creative and critical strategies to interpret complex texts

**EN5-URA-01**

analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

**EN5-URB-01**

evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

Descriptors	Grade and Mark
<ul style="list-style-type: none"> <li>● <b>Extensive</b> knowledge of language forms, features and structures of the set novel</li> <li>● <b>Consistently effective</b> use of a range of persuasive or discursive writing conventions and <b>consistently effective</b> control of language</li> <li>● <b>Perceptive</b> exploration of how texts represent ideas and experiences</li> </ul>	<p><b>A</b> <b>17-20</b></p>
<ul style="list-style-type: none"> <li>● <b>Thorough</b> knowledge of language forms, features and structures of the set novel</li> <li>● <b>Sustained</b> use of most persuasive or discursive writing conventions and <b>sustained</b> control of language</li> <li>● <b>Well-reasoned</b> exploration of how texts represent ideas and experiences</li> </ul>	<p><b>B</b> <b>13-16</b></p>
<ul style="list-style-type: none"> <li>● <b>Sound</b> knowledge of the language forms, features and structures of the set novel</li> <li>● <b>Controlled</b> use of language and some persuasive or discursive writing conventions</li> <li>● <b>Appropriate</b> exploration of how texts represent ideas and experiences</li> </ul>	<p><b>C</b> <b>9-12</b></p>
<ul style="list-style-type: none"> <li>● <b>Basic</b> knowledge of the language forms, features and structures of the set novel</li> <li>● Attempted use of persuasive or discursive writing conventions and <b>developing</b> control of language</li> <li>● Attempted exploration of how texts represent ideas and experiences</li> </ul>	<p><b>D</b> <b>5-8</b></p>
<ul style="list-style-type: none"> <li>● <b>Some awareness</b> of the language forms, features and structures of the set novel</li> <li>● <b>Limited</b> use of persuasive or discursive writing conventions and limited control of language</li> <li>● <b>Elementary</b> exploration of how texts represent ideas and experiences</li> </ul>	<p><b>E</b> <b>0-4</b></p>

**Name:**

**My piece:** Persuasive / Discursive

**Class novel:**

**Body Paragraph 1:**

Point

Textual evidence

**Body Paragraph 3:**

Point

Textual evidence

**Introduction:**

Hook

Benefits of novels

Position/s on the prompt

**Body Paragraph 2:**

Point

Textual evidence

**Conclusion:**

Benefits of novels

Position/s on the prompt