



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	YA Fiction
Class Teacher	Miss Ward, Miss Peasley, Mr Burfitt, Miss Wright, Mr Holliday, Mr Page
Head Teacher	Miss Scott
Year	8
Date Given	Week 5
Date Due	Part 1 - Week 7 Part 2 -Week 9 This will be completed during one of your English lessons during the allocated week, your teacher will inform your class of the exact date and lesson.
Weighting	25%

Assessment Outline

This term you will complete two tasks as part of a detailed study of a Young Adult Fiction novel. You will demonstrate an understanding of how YA texts are constructed, and how they represent the coming of age experience.

Through this study, you will develop an understanding of bildungsroman themes through the characters and events in the novel, and explore how empathy and interest are created through the narrative voice, or positioning of the reader by the author.

Part 1 - Analytical writing - 5% - To be completed in class in week 7

Students complete a 200-400 word response in class where they explore the key elements of YA Fiction that make it a compelling and relatable genre. Students will use examples from the novel studied in their class to sustain their response to the following question:

How does the novel you have studied reflect the conventions of the Bildungsroman genre?

Students should refer to at least two themes/conventions typically featured in Young Adult Fiction in their response.

Part 2 - Creative writing - 20% To be completed in class in week 9.

Students will be provided with a range of images in class which they may choose to use as a stimulus for a piece of creating writing.

This will be written in class and should explore at least one of the key ideas of YA texts, such as:

- a loss of innocence
- coming of age
- real or symbolic journey
- an epiphany
- learning that 'absolutes' no longer exist
- trying to become an active participant in the world
- internal or external conflict

The creative piece could be the orientation of a larger story, OR a moment in time, where the students explore one of the key YA themes they have identified.

Glossary terms:

bildungsroman / trust / journey / point of view / growing up / emotions / teenage / epiphany / coming of age / transition / childish / experience / aspirations / discovery / relationships / love

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.

The expectation of this task is that you will present to your English class on the due date. If, for some reason, you cannot present to your class, you will be required to provide a medical certificate and arrangements will be made for you to present to your class teacher at an alternative time.

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:

EN4-1A - responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

EN4-7D - demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

Part 1 Rubric

	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
TEXTUAL CONNECTION TO QUESTION	Demonstrates an insightful understanding of how the conventions of the bildungsroman genre are reflected through major themes of the novel studied in class.	Demonstrates effective analysis of how the conventions of the bildungsroman genre are reflected through major themes of the novel studied in class.	Demonstrates sound analysis of how the conventions of the bildungsroman genre are reflected through major themes of the novel studied in class	Demonstrates limited analysis of how the conventions of the bildungsroman genre are reflected through major themes of the novel studied in class.	Minimal/No connection to question
IDENTIFICATION OF THEMES					Identifies conventions of the bildungsroman genre.
ANALYSIS OF TEXT	Detailed and well-chosen textual references relevant to the prescribed text.	Detailed textual references relevant to the prescribed text.	Clear textual references relevant to the prescribed text.	Some textual references relevant to the prescribed text.	Minimal/No Analysis of text.
RESPONSE STRUCTURE	A well-structured essay response to the question	A proficient essay response to the question	A competent essay response to the question	A limited essay response to the question	Minimal/No structure
LANGUAGE, FORMS AND FEATURES	Composes a sustained response using language appropriate to audience, purpose and form.	Composes an effective response using language appropriate to audience, purpose and form.	Composes a sound response using language appropriate to audience, purpose and form.	Composes a limited response using language appropriate to audience, purpose and form.	Attempts to compose a response.

Part 2 Rubric

	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
TEXT EXPLORES A KEY YA THEME	Demonstrates an insightful understanding of the key themes of YA Fiction	Demonstrates effective understanding of the key themes of YA Fiction	Demonstrates sound understanding of the key themes of YA Fiction	Demonstrates limited understanding of the key themes of YA Fiction	Minimal reference to key themes of YA Fiction
SOPHISTICATED USE OF FIGURATIVE LANGUAGE TO DEVELOP CHARACTER AND SETTING	Detailed and well-chosen figurative language which conveys sophisticated characterisation and setting	Well utilised figurative language which conveys detailed characterisation and setting	Soundly utilised figurative language which conveys characterisation and setting	Some use of figurative language, may convey some characterisation and/or setting	Minimal/no use of figurative language; may not have descriptions of characters or setting
RESPONSE IS STRUCTURED APPROPRIATELY	Story is well structured, including appropriate paragraphs, and is an adequate length	Story is clearly structured, including paragraphs and is an adequate length	Story has sound structure, with an attempt at paragraphing, and is an adequate length	Story lacks structure, with incorrect or missing paragraphs; may be too short to develop ideas thoroughly	Story has minimal/no structure; story is too short
LANGUAGE, FORMS AND FEATURES	Composes a sustained response using language appropriate to audience, purpose and form.	Composes an effective response using language appropriate to audience, purpose and form.	Composes a sound response using language appropriate to audience, purpose and form.	Composes a limited response using language appropriate to audience, purpose and form.	Attempts to compose a response.