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| **Coonabarabran High School**  TAKE HOME ASSESSMENT NOTIFICATION | | | |
| **Subject:** | **Year 11 Standard English** | **Weighting:** | **30%** |
| **Teacher:** | **Mrs Birrell & Mrs Southam** | **Notification date:** | **30th May 2024** |
| **Topic:** | **Contemporary Possibilities** | **Due date:** | **30th June, 2024** |

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| **Outcomes to be assessed:** |
| * EN11-1 - responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression, and pleasure * EN11-2 - uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies * EN11-3 - analyses and uses language forms, features, and structures of texts, considers appropriateness for purpose, audience, and context, and explains effects on meaning * EN11-5 - thinks imaginatively, creatively, interpretively, and analytically to respond to and compose texts that include considered and detailed information, ideas, and arguments * EN11-6 - investigates and explains the relationships between texts |

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| **You will be assessed on how well you:** |
| * Develop an argument based on the essay question. * Support your argument with analysis and reference to text. * Use language appropriate to audience, purpose, and form. |

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| **Task description:** |
| You are to write an analytical essay that answers ONE of the following questions.  **Analyse how Searching (2018) reveals that the technology we think we control is actually controlling us.**  **OR**  **Analyse how Searching (2018) holds up a mirror to our world.**  Your essay should be between 600-800 words. |

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| **Submission:** |
| You are to share your google doc with your classroom teacher (with full editing rights).  You must print your essay out to submit before 9am on the due date (single sided)  Mrs Birrell - [michelle.birrell@det.nsw.edu.au](mailto:michelle.birrell@det.nsw.edu.au)  Mrs Southam – [annalise.southam3@det.nsw.edu.au](mailto:annalise.southam3@det.nsw.edu.au) |

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| **Formatting** |
| Font: Arial or Times New Roman  Size: 12 point  Spacing: 1.5 spaced  Header: Student Number  Word Count: At the bottom of your essay (excluding titles or the essay question)  Page Number: bottom left corner  Margins: 1.2 inches |

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| **Feedback (during and after task completion):** |
| It is expected that you present your teacher with a draft for feedback of each element BEFORE **Wednesday 25th June** at 5pm. Drafts are an essential and proven part of writing success! |

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| *NOTE: This is a compulsory assessment task. You are to make a genuine attempt at the task, and all protocols relating to plagiarism, collusion, and malpractice apply. You are required to submit on the above stated date. Failing to do so may result in the awarding of the grade of 0%. If students are unable to submit by the due date, they must provide a doctor’s certificate and/or an Illness & Misadventure Form. All assessment submission protocols, found in the Assessment Handbook, will be followed.* |

**MARKING CRITERIA**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Criteria: | Marks: |
| * Presents an effective analysis and argument which answers the essay question * Presents an effective essay based on detailed textual knowledge and well-developed understanding of the text’s ideas and techniques. * Organises, develops, and expresses ideas effectively, using language appropriate to audience, purpose and form. | 17-20 |
| * Presents a competent analysis and argument which answers the essay question * Presents a competent essay based on sound textual knowledge and an understanding of the text’s ideas and techniques. * Organises, develops, and expresses ideas competently, using language appropriate to audience, purpose, and form. | 13-16 |
| * Presents an analysis which addresses the essay question (although the argument may not be sustained). * Presents an essay based on adequate textual knowledge and understanding of the text’s ideas and techniques. * Organises, develops, and expresses ideas adequately, using language appropriate to audience, purpose, and form. | 9-12 |
| * Describes the text to address the essay question. * Attempts an essay based on limited textual knowledge and limited understanding of the texts’ ideas and techniques. * Attempts to organise and express ideas with limited appropriateness to audience, purpose, and form. | 5-8 |
| * Attempts to describe elements of the text. * Demonstrates elementary textual knowledge. * Attempts to organise essay in an elementary way. | 1-4 |

Essay Scaffold.

Thesis Statement.

Your thesis statement is the central argument in your essay. It must answer your question/statement by taking a position either agreeing or not.

1. Introduction

* Thesis statement
* General comment about the module
* Go back to your Contemporary Possibilities rubric for guidance.
* Summary of the body paragraphs
* Introduce composer/texts to be explored
* Outline what will be discussed in your essay. These will be the big ideas you have for each paragraph.

1. Body paragraphs

* You will need at least2/3 of these each discussing a different idea.
* Write using the PETAL formula.
* POINT: A topic sentence introduces your big ideas and serves two purposes. It provides a focus for the body paragraph to follow, while also linking to your thesis statement.
* EVIDENCE: provide a scene/quote; avoid always saying ‘the quote’.
* This can be seen/this is shown in…
* This is demonstrated when…
* TECHNIQUE: include the technique used by the composer in the evidence
* Through the use of…. (long shot, salience etc)
* The technique of ‘….’ Indicates…
* Analysis: Explain in detail how the meaning is conveyed through the evidence.
* LINK; a concluding sentence that links the analysis back to the original point or big idea made in your topic sentence.
* The responder is reminded…
* (The creative possibility/theme0 is highlighted in the story because…
* The weight of … is always a matter for the individual to deal with due to …

1. CONCLUSION:

* Reiterate your thesis statement, (try not to directly repeat words, but to echo your thesis)
* Brief summary of your main points, (final points about the big ideas discussed)
* Final Reflection, (reflect on how the module or question relates to the text as a whole)

POSSIBLE SENTENCE STARTERS

* This evokes/creates a sense of… in the responder…
* Suggests to the responder a sense of …
* The (technique) conveys/demonstrates…
* This suggests… because…
* This implies…
* Conveying the idea that….
* When…says… “”
* Words such as ‘..’, ‘…’ and ‘…’
* The word “…” gives the impression that…
* Alternatively, this could suggest…
* This construction by the composer is to portray…

Key analytical verbs.

Suggests, highlights, explores, signifies, implies, infers, indicates, mirrors, reflects, portrays, illustrates, connotes, exhibits, exemplifies, depicts, hints, reveals, underscores, underpins, substantiates exacerbates, scrutinises, employs, prompts, symbolises, juxtaposes, establishes conveys, critiques, alludes to, gives the impression.