

Coonabarabran High School

TAKE HOME ASSESSMENT NOTIFICATION



Subject:	Year 11 Standard English	Weighting:	40%
Teacher:	Mrs Southam & Mrs Birrell	Notification date:	Monday 3 rd March 2025
Topic:	Reading to Write Portfolio	Due date:	Monday 5 th May 2025 before 9am Term 2, Week 2

Outcomes to be assessed:

- **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 considering appropriateness for specific purposes, audiences and contexts and explains their effects on meaning.
- **EN11-5:** thinks imaginatively, creatively, interpretively and analytically and response to and compose texts that include considered and detailed information, ideas and arguments.
- **EN11-7:** understands the diverse ways texts can represent personal and public worlds and recognises how they are valued
- **EN11-9:** reflects on, evaluates and monitors own learning and adjusts individual and collaborative process to develop as an independent learner

You will be assessed on how well you:

- Write analytically to show meaning from the ideas and techniques explored in the chosen text.
- Write imaginatively/discursively/persuasively to engage the audience.
- Write reflectively to reveal the deliberate process of your imaginative/discursive/persuasive writing.
- Use language, purpose, and form to express your ideas.

Task description:

There are THREE parts to this task. Ensure all aspects are completed.

Part A: Analysis (400 words) – 10 marks

Read the provide short story ‘No Man is an Island’ (Appendix A) and answer the following question in an analytical response.

How has the author created a powerful narrative using perspective and figurative language?

Part B: Compose an imaginative/persuasive/discursive text (600-800 words) – 20 marks

Compose a response (in your chosen form) which addresses the following prompt:

The place where you made your stand never mattered. Only that you were there... And still on your feet. - Stephen King

You are **strongly** encouraged to seek both peer and teacher feedback in order to improve your response.

Part C: Reflection (300 words) – 10 marks

Craft a reflection about Part B to the following question.

Explain how you have crafted an engaging and effective response, making close reference to your use of a range of language and stylistic features. In your response, include how feedback was used to improve your final response.

NOTE: All parts of your assessment should be typed and submitted via a single Google Document which has been shared to your classroom teacher.

Submission:

You are to submit your assessment via the Google Classroom (Code: vkmgndq) & with a printed hard copy to the English staffroom (before 9am on the due date)

HT - Ms Blazely – Rachel.blazely@det.nsw.edu.au

Feedback (during and after task completion):

It is expected that you present your teacher with a draft for feedback of each element **BEFORE Thursday 1st of May**. **One draft per student will be marked.** Drafts are an essential and proven part of writing success!

Mrs Birrell – Michelle.birrell@det.nsw.edu.au

Mrs Southam – annalise.southam3@det.nsw.edu.au

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.

APPENDIX A

No Man is an Island

IT WAS THE best part of the day when Mr Peters read to us.

He was reading a book that he had written and it was about some kids that had found a portal through time. I don't remember what it was called or the names of the characters now, but I remember that I was captivated by it then.

I listened to the story – to the words spoken in his soft, low, rolling voice. I looked out of the window and I watched the sky, watched the clouds moving. I saw my brother's class walk out across the lawn, all of them. The whole class.

Most of them were holding hands.

Their teacher was Mrs Davison and she was tall and had long blond hair and she was very beautiful, I thought. I knew that my brother really loved her. I think all of her students loved her. And she was like a shepherd standing among her flock. She looked like a shepherd – the children gathered to her, gathered close under the old chestnut tree where kids played conkers at recess.

Mrs Davison had papers in her hands.

MY BROTHER JUST sat on the floor in his school uniform, one grey sock pulled up to his knee, the other scrunched down around his ankle, when Mum came in and burst into tears and told us about James Tomanek.

About how he had been hit by a car on the way home from school.

About how he was dead.

And he didn't cry, my brother. I didn't see him cry. I only saw his body shake – just a shudder, like something very small had collapsed inside his bones.

The accident was on the news. Flashing lights reflecting off a fallen school bag, the emblem of a Waratah with the Latin words that meant *No man is an island* shining out in the dark. And the man on the TV got it wrong because he said it was a high school boy that had been hit by a car and died from his injuries on the way to the hospital. But it wasn't a high school boy. It was a small boy.

A boy just as small as my brother.

James Tomanek had come to my brother's birthday party three days before and he was like an angel then with his white hair and blue eyes – his skin so pale. Not see-through like mine, just creamy and pale. He gave my brother a huge pencil case. It was all the bright colours in stripes and my brother carried it around with him for a long time after the party, after everyone had gone. He put all of his pencils and pens carefully inside and put it in his school bag ready for school the next day.

Monday. Then there was Tuesday and then there was Wednesday.

I was on the bus and I had seen James and my brother walking out of the school gate together. My brother got on the bus and he waved to James and James waved back – his hair bright against the grey sky and the grey of his uniform.

It started to rain as the bus pulled away.

MR PETERS STOPPED reading. He put the book away but I kept looking out of the window. Even when other kids were busy working on projects, I just sat looking out of the window. And my brother's class stayed out there under that old chestnut tree all day. They had lunch together, and in the late afternoon they walked back to their classroom with Mrs Davison leading the way.

They were all still holding hands.

No man is an island by Favel Parrett
Extract from Griffith Review 34

Part A – Analytical Paragraph (10 marks)

Criteria:	Marks:
<ul style="list-style-type: none">● Competently analyses the text in relation to the question● Presents a response based on relevant, detailed textual knowledge and understanding● Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form	9 - 10
<ul style="list-style-type: none">● Analyses the text in relation to the question● Presents a response based on sound textual knowledge and understanding● Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form	7 – 8
<ul style="list-style-type: none">● Attempts to analyse the text in relation to the question● Presents a response based on some textual knowledge and understanding● Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form	5 - 6
<ul style="list-style-type: none">● Presents a limited analysis but attempts to address the question● Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form	3 – 4
<ul style="list-style-type: none">● Demonstrates elementary textual knowledge● Attempts to express ideas with an elementary understanding of language and/or form	1 - 2

Part B – Imaginative/ Discursive/ Persuasive (20 marks)

Criteria:	Marks:
<ul style="list-style-type: none">● Effectively composes an engaging piece of writing● Effectively crafts a range of language devices or stylistic features to create an engaging piece of writing● Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form.	17 - 20
<ul style="list-style-type: none">● Competently composes an engaging piece of writing● Competently crafts a range of language devices or stylistic features to create an engaging piece of writing● Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form.	13 – 16
<ul style="list-style-type: none">● Composes a sound piece of writing● Uses language devices or stylistic features● Demonstrates control of language and structure appropriate to audience, purpose, context and selected form.	9 - 12
<ul style="list-style-type: none">● Composes a piece of writing● Attempts to use some language devices or stylistic features● Demonstrates some control of language and structure appropriate to audience, purpose, context and selected form.	5 – 8
<ul style="list-style-type: none">● Attempts to compose a piece of writing● Demonstrates limited control of language	1 - 4

Part C – Reflection (10 marks)

Criteria:	Marks:
<ul style="list-style-type: none">● Explains in a detailed and relevant manner how the module R2W and the drafting process has enabled the creation of a piece of imaginative, discursive or persuasive writing● Explains in a detailed and relevant manner how language has been used to create an engaging response in Part B● Demonstrates effective control of language	9 – 10
<ul style="list-style-type: none">● Explains how the module R2W and the drafting process has enabled the creation of a piece of imaginative, discursive or persuasive writing● Explains how language has been used to create an engaging response in Part B● Demonstrates competent control of language	7 – 8
<ul style="list-style-type: none">● Describes some aspects of the art of writing and/or the drafting process● Makes some reference to the piece of writing in Part B● Demonstrates some control of language	5 – 6
<ul style="list-style-type: none">● Provides some relevant information about the piece of writing in Part B and/or their study of the art of writing	3 – 4
<ul style="list-style-type: none">● Provides some relevant information about the writing process	1 – 2