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| **Coonabarabran High School**TAKE HOME ASSESSMENT NOTIFICATION |
| **Subject:** | English Year 9 | **Weighting:** | 25% |
| **Teacher:** | Blazely, Southam, Birrell | **Notification date:** | Week 3 |
| **Topic:** | Representations of Life Experiences | **Due date:** | Part (a) - Half-Yearly Examination Part (b) - Week 10, Monday- 30th June 2025 |
| **Outcomes to be assessed:** |
| EN4-URB-01:examines and explains how texts represent ideas, experiences and valuesEN4-ECA-01:creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideasEN4-ECB-01:uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts |
| **You will be assessed on how well you:** |
| * craft a narrative-like response which explores an issue that is important to young people
* experiment with textual form and hybridity
* create an effective response using purposeful language features and structures
* reflect on the crafting process (including the application of feedback and revisions)
* craft a correctly structured response with correct spelling, grammar and punctuation
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| **Task description:** |
| **Part A: Half-Yearly Examination (5%)**Half Yearly Exam – 90 minutes* You will craft a composition which uses imaginative, persuasive or discursive elements during your half-yearly examination. You will be given a selection of quotes from our ‘core texts’ to use as an opening sentence. You are to explore a topic which matters to you as a young person.

You will have 60 minutes to complete this draft. * Additionally, in your examination you will have a comprehension section where you will read an unknown Whitlam What Matters story and answer comprehension and analytical questions. (30 minutes)

**Part B: Hand-In Task** 1. Final imaginative piece (15%): You will refine your draft from Part (a) into a finished piece of writing. You may have to finish your response (600 – 800 words) and you should apply teacher feedback and use the skills learned in class to refine your piece.
2. Reflection (5%): You will write a reflection (400 words) which answers the following questions:
* What is the main thematic concern you are trying to communicate to your audience?
* How have you experimented with the language features of imaginative writing to communicate your thematic concern to your audience?
* How have you experimented with the distinctive features of a model text/s in your own writing?
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| **Submission:** |
| You are to submit your final piece of writing and reflection via the sharing of a Google Doc with your classroom teacher. Rachel.blazely@det.nsw.edu.auannalise.southam3@det.nsw.edu.au michelle.birrell@det.nsw.edu.au |

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| **Feedback (during and after task completion):** |
| You will be given feedback on your Part (a) to prepare you for Part (b). You should apply this feedback. You are also encouraged to seek your teacher feedback throughout the process leading to your final submission.  |

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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 loss of 10% for each day the task is late. If students are unable to submit by the due date, they must provide a letter from their parents/carers or a doctor’s certificate. All assessment submission protocols, found in the Assessment Handbook, will be followed.*  |
| **Part A – 5%** |  |
| **Criteria: For an examination draft** | **Marks:** |
| * Response effectively explores a topic that is important to young people
* Response has been structured effectively and correctly
* Response experiments with form – imaginative, persuasive and/or discursive
* A variety of sentence types and use of figurative language has been used to create engaging response
* Response has been carefully edited for spelling, grammar and punctuation
 | **17 – 20** |
| * Response adequately explores a topic that is important to young people
* Response has been structured correctly
* Response attempts to experiment with form – imaginative, persuasive and/or discursive
* Some variety of sentence types and use of figurative language has been used to varying success
* Response has minor errors in relation to spelling, grammar and punctuation
 | **13 – 16** |
| * Response explores a topic that is important to young people
* Response has a mostly correct structure
* Response may not successfully experiment with form – imaginative, persuasive and/or discursive
* An attempt to vary sentence types and/or an attempt to use figurative language
* Response has errors relating to spelling, punctuation and/or grammar but the overall piece is not consistently affected by these errors.
 | **9 – 12** |
| * Response attempts to explore a topic that is important to young people
* Response has an inconsistent structure and/or is very short or unfinished
* Response does not experiment with form
* Sentence types are similar. Limited use of figurative language
* Response has many errors relating to spelling, punctuation and/or grammar and the piece is difficult to read with these errors
 | **5 – 8** |
| * Response does not explore a topic that is important to young people
* Structure is not used
* Sentences are not used. No use of figurative language
* Errors relating to spelling, punctuation and/or grammar affect the readability of the piece
 | **1 - 4** |

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| **Part B – Composition (15%)** |  |
| **Criteria: For a polished piece of final writing** | **Marks:** |
| * Response effectively explores a topic that is important to young people
* Response has been structured effectively and correctly
* Response experiments with form – imaginative, persuasive and/or discursive
* A variety of sentence types and use of figurative language has been used to create engaging response
* Response has been carefully edited for spelling, grammar and punctuation
 | **17 – 20** |
| * Response adequately explores a topic that is important to young people
* Response has been structured correctly
* Response attempts to experiment with form – imaginative, persuasive and/or discursive
* Some variety of sentence types and use of figurative language has been used to varying success
* Response has minor errors in relation to spelling, grammar and punctuation
 | **13 – 16** |
| * Response explores a topic that is important to young people
* Response has a mostly correct structure
* Response may not successfully experiment with form – imaginative, persuasive and/or discursive
* An attempt to vary sentence types and/or an attempt to use figurative language
* Response has errors relating to spelling, punctuation and/or grammar but the overall piece is not consistently affected by these errors.
 | **9 – 12** |
| * Response attempts to explore a topic that is important to young people
* Response has an inconsistent structure and/or is very short or unfinished
* Response does not experiment with form
* Sentence types are similar. Limited use of figurative language
* Response has many errors relating to spelling, punctuation and/or grammar and the piece is difficult to read with these errors
 | **5 – 8** |
| * Response does not explore a topic that is important to young people
* Structure is not used
* Sentences are not used. No use of figurative language
* Errors relating to spelling, punctuation and/or grammar affect the readability of the piece
 | **1 - 4** |

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| **Part C – 5%** |  |
| **Criteria:** | **Marks:** |
| * Effectively explains the way that a thematic concern has been conveyed to the audience in the Part A response. This explanation is supported with a range of well-chosen examples from Part A.
* Provides an effective explanation of the ways that the distinctive features of model text(s) have informed the Part A response. This explanation is supported with a range of well-chosen examples from both Part A and the model text(s).
* Demonstrates effective and consistent control of reflective and evaluative language
 | **9 –10** |
| * Explains the way that a thematic concern has been conveyed to the audience in the Part A response. This explanation is supported with a range of examples from Part A.
* Explains the ways that the distinctive features of model text(s) have informed the Part A response. This explanation is supported with a range of examples from both Part A and the model text(s).
* Demonstrates effective and consistent control of reflective and evaluative language.
 | **7 – 8** |
| * Describes the way that a thematic concern has been conveyed to the audience in the Part A response. This explanation is supported with some examples from Part A.
* Describes how some distinctive features of model text(s) have informed the Part A response. This explanation is supported with some examples from both Part A and the model text(s).
* Demonstrates control of reflective and evaluative language.
 | **5 – 6** |
| * Identifies a thematic concern that is in the Part A response.
* Identifies some common features of the model text(s) and the Part A response.
* Demonstrates basic control of reflective language.
 | **3 – 4** |
| * Identifies an idea that is in the Part A response.
* Identifies a feature in the model text and/or the Part A response.
* Demonstrates elementary control of language.
 | **1 - 2** |

**Student Checklist**

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| **Check** | **Skill - Grammar** |
|  | All sentences are complete |
|  | Sentence types vary |
|  | Subjects and verbs agree |

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| **Check** | **Skill - Punctuation** |
|  | Sentences end with punctuation marks |
|  | Commas in series, with direct quotes, ect |
|  | Quotations around direct quotes |

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| **Check** | **Skill – Capitals** |
|  | Sentences begin with capital letters |
|  | Names of people and places begin with capital letters |
|  | The pronoun ‘I’ is in capital |
|  | Titles of people begin with capital letters (eg. Mrs) |

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| **Check** | **Skill – Spelling** |
|  | Words spelled correctly |

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| **Check** | **Skill – Organisation** |
|  | Plot contains an exposition, complication, resolution |
|  | Paragraphs used |

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| **Check** | **Skill – Format** |
|  | Thoughts are complete and focused |
|  | Sentences vary |
|  | Avoided repeating words and phrases |
|  | Avoided unnecessary information |
|  | Typed – 12 point and Arial, Calibri or Times font |
|  | Handwritten – Neat and legible |