Coonabarabran High School



ASSESSMENT NOTIFICATION

**Subject:**  Year 10 English

**Teacher:** Mrs Birrell

**Topic:** Novel Study-*To Kill a Mockingbird* by Harper Lee

**Weighting:** 20%

**Date of Notification:** Thursday, 7th August 2023

**Due Date:**  Thursday, 21st September 2022

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**You will be assessed on how well you:**

- demonstrate an understanding of the context and central theme of prejudice in the novel

- support your ideas with analysis and quotes from the text

- use language appropriate to audience, purpose and form

**TASK:**

You are to create a digital presentation in Microsoft Powerpoint or Google Slides about *To Kill a Mockingbird* and how the theme of courage and prejudice is explored in the novel.

“I wanted to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you are licked before you begin, but you begin anyway and see t through no matter what.” (To Kill a Mockingbird)

**Harper Lee suggests that true courage is the ability to stand up for what you believe in.**

Explain how the children’s ideas about courage and change throughout the novel, beginning with what they consider to be courage, showing how that evolves to the point where they finally understand that real change is standing up for what is right despite the risks or sacrifices.

**You are expected to hand in a draft copy of your essay for your teacher to provide feedback before the 19th of September. Failure to do so will be reflected in your final results.**

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**Syllabus outcomes assessed:**

**EN5-1A** Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN5-5C** Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

**EN5-3B** Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTE:**

**This is a compulsory assessment task. A student absent, due to illness or misadventure from a task or the day a task is due must provide a valid explanation to cover the absence. For planned absences, students must arrange an extension with your class teacher prior to the due date of the task. Failure to do this may result in the loss of 10% for each day the task is late. Students will also attend detentions until the task is completed.**

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| **MARKING CRITERIA** | **MARK** |
| * Effectively discusses how the author explores the themes of courage and prejudice throughout the novel * Conveys a thorough understanding of the novel, the text’s context and the social stigma surrounding the text * Presents an effective analysis based on relevant, detailed textual knowledge * Composes a sustained, logical and well-structured response using language appropriate to audience, purpose and form which incorporates feedback from the draft submitted to your teacher | **A**  **(17 – 20)** |
| * Discusses competently how the author explores the themes of courage and prejudice throughout the novel * Conveys a competent understanding of the novel and the text’s context * Presents a competent analysis based on relevant, detailed textual knowledge * Composes a logical and well-structured response using language appropriate to audience, purpose and form | **B**  **(13 – 16)** |
| * Discusses how the author explores the themes of courage and prejudice throughout the novel. * Conveys sound understanding of the novel and the text’s context * Presents some analysis based on adequate textual knowledge * Composes a structured response using language appropriate to audience, purpose and form | **C**  **(9 – 12)** |
| * Discusses elements of the themes of courage and prejudice relevant to the novel * Conveys limited understanding of the novel and the text’s context * Makes limited reference to the text * Composes a response using some appropriate language. | **D**  **(5 – 8)** |
| * Makes a general statement about the novel and the themes of courage and prejudice * Conveys limited understanding of the novel and the text’s context * Attempts to compose a response | **E**  **(1 – 4)** |