



## Sample assessment task

<b>Year level</b>	9
<b>Learning area</b>	English
<b>Subject</b>	Reading
<b>Title of task</b>	Analytical essay

## Task details

<b>Description of task</b>	<p>After studying a class novel, students will write an analytical essay responding to the prompt below.</p> <p><i>Every writer writes to deliver messages about people and life. Making reference to the text for examples to support your points, explain the messages the writer of the novel you read in class wants the reader to think about.</i></p> <p>Students should be directed to consider the way that the theme has been communicated to the reader through the use of narrative and language conventions (for example, characterisation, point of view, structure, conflict, setting, symbolism, imagery).</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	Understanding of narrative conventions in literary texts, communication of themes in literary texts, use of evidence to support a response.
<b>Evidence to be collected</b>	Essay response, notes
<b>Suggested time</b>	Two periods to prepare response, one period to write response

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Language – Text structure and organisation</b></p> <p>Understand that authors innovate with text structures and language for specific purposes and effects</p> <p><b>Literature – Literature and context</b></p> <p>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts</p> <p><b>Literature – Responding to literature</b></p> <p>Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text</p> <p>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts</p> <p><b>Literature – Examining literature</b></p> <p>Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style</p> <p><b>Literacy – Interpreting, analysing, evaluating</b></p> <p>Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts</p>
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## Task preparation

<b>Prior learning</b>	<p>In preparing for this task, students should learn about and revise their understanding of:</p> <ul style="list-style-type: none"> <li>• the way that narrative texts are structured to communicate with a reader</li> <li>• the way that narrative conventions are used by an author to shape the way that the reader responds to a text</li> <li>• the way that readers interpret narrative conventions in order to derive meaning from a text</li> <li>• the way that language can be used by an author to shape the way that the reader responds to a text</li> <li>• how texts can both reinforce and challenge our attitudes, values and beliefs</li> <li>• how to appropriately quote from texts when writing about them</li> <li>• how to structure an essay, including introductions, body paragraphs and conclusions</li> <li>• the importance of proofreading and editing, as well as strategies for doing so effectively.</li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>

## Assessment task

<b>Assessment conditions</b>	<p>Students will spend time studying the novel in class, as directed by their teacher. The essay is to be written under test conditions during one class period.</p>
<b>Resources</b>	<p>Class novels at the discretion of the teacher (for example, <i>Animal Farm</i> by George Orwell and <i>Tomorrow, When the War Began</i> by John Marsden)</p>
<b>Instructions for teacher</b>	<p>Students may be directed to all participate in the reading of a single class novel, or they may be allowed to choose their own from a teacher-curated selection. Novels should be appropriate for the maturity and skill level of the student and class.</p> <p>While this is a task designed to assess students' skills in Reading, feedback can be provided on their written skills in addition to this. However, the weighting of this aspect should reflect the nature of the task as a Reading assessment.</p>

## Marking key for analytical essay

Understanding of the way an author has communicated meaning in a text. How well you have:	Not at all	In a limited way	In a reasonable way	Well	Very well
<ul style="list-style-type: none"> <li>identified and discussed the themes that the author has communicated to the reader.</li> </ul>					
<ul style="list-style-type: none"> <li>analysed the way that the themes have been communicated through the use of <b>narrative conventions</b>.</li> </ul>					
<ul style="list-style-type: none"> <li>analysed the way that the themes have been communicated through the use of <b>language devices</b>.</li> </ul>					
<ul style="list-style-type: none"> <li>used relevant quotes and examples from the novel to support your analysis.</li> </ul>					
<ul style="list-style-type: none"> <li>remained focused on the question throughout your response.</li> </ul>					
<b>Total</b>					
Writing your essay. How well you have:	Not at all	In a limited way	In a reasonable way	Well	Very well
<ul style="list-style-type: none"> <li>structured your essay appropriately for the task.</li> </ul>					
<ul style="list-style-type: none"> <li>used appropriate language to communicate with the reader.</li> </ul>					
<ul style="list-style-type: none"> <li>proofread and edited your work so that there are few errors.</li> </ul>					

### Teacher's comments

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### Self-evaluation

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