

# MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2024

## Stage 5 English – A. Nott, T. Rowe

Task Number: 3

Notification Date: Term 3, Week 5 – Tuesday 20/08/2024

Weight: 25%

Due Date: Term 3, Week 7 – Wednesday 04/09/2024

To your teacher by 3:20pm



# Essay

## OUTCOMES ASSESSED

**EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

**EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

**EN5-URC-01** investigates and explains ways of valuing texts and the relationships between them

**EN5-ECA-01** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

## TASK DESCRIPTION

**Task:** Essay

**Topic:** Youth Voices

**Length:** 600-1000 words

**Description:**

You are to compose a comparative essay that responds to the following statement:

*“Effective texts appeal to both the head and the heart.”*

In your response you are to refer to at least two texts studied in class. These may include:

|  |   |
|--|---|
| <i>Home</i> by Warsan Shire                                | <i>Drought</i> by Darcy Howard            |
| <i>Parents are the Hardest to Please</i> by Suli Breaks    | <i>The Hill We Climb</i> by Amanda Gorman |
| <i>Diary of a Pakistani Schoolgirl</i> by Malala Yousafzai | <i>My Home is Syria</i> by Altaip Shaikh  |

Your essay should have:

- An introduction
- Clear body paragraphs that follow the PEEL structure
- A conclusion
- Evidence in the form of *quotes* and *reference to themes* from each text.

## TASK INSTRUCTIONS

You are to submit a typed copy of your essay to your class teacher by **3:20pm** on the **4<sup>th</sup> September 2024**.

If you require an extension on the due date, speak to the Head Teacher Secondary Studies (Miss Nott)

Teacher's signature: \_\_\_\_\_

Miss A Nott

Teacher's signature: \_\_\_\_\_

Mr T Rowe

Head Teacher's signature: \_\_\_\_\_

Miss A Nott

Deputy Principal's signature: \_\_\_\_\_

Mrs R Ferguson

## MARKING CRITERIA

| Students:   | Mark range        |                         |
|---|-------------------|-------------------------|
| <ul style="list-style-type: none"> <li>A refined essay structure, with a highly developed introduction, 2-3 comprehensive body paragraphs and an effective conclusion.</li> <li>The essay demonstrates precision, flair and sophisticated control of language to express ideas and answer the essay question.</li> <li>Shows a highly developed ability to explain and analyse the structures, language forms and features of both texts.</li> <li>Sustained and insightful critical analysis, including use of textual references such as relevant quotes and references to key themes.</li> </ul> | 21-25             |                         |
| <ul style="list-style-type: none"> <li>A clear essay structure that contains a well-developed introduction, 2-3 detailed body paragraphs and a strong conclusion.</li> <li>The essay demonstrates a competent control of language to express ideas and answer the essay question.</li> <li>Shows a strong ability to explain and analyse some structures, language forms and features of both texts.</li> <li>Sustained critical analysis; including use of textual references such as quotes and references to themes.</li> </ul>  | 16-20             |                         |
| <ul style="list-style-type: none"> <li>A sound essay structure that contains a developing introduction, at least 2 body paragraphs and a conclusion.</li> <li>The essay demonstrates sound control of language to express ideas and answer the essay question to varying degrees.</li> <li>Shows a sound ability to explain some structures, language forms and features of both texts.</li> <li>Competent critical analysis, including some reference to textual evidence such as quotes, key ideas or themes.</li> </ul>  | 11-15             |                         |
| <ul style="list-style-type: none"> <li>A basic essay structure that may contain an introduction, paragraph/s and a conclusion.</li> <li>The essay demonstrates a basic control of language to express ideas and experiences difficulty answering the essay question.</li> <li>Provides a basic description of the structures or language forms and features of both texts. Discussion may be uneven/focus mainly on one text.</li> <li>Attempted critical analysis, communicates some reference to the texts, however references are basic and/or limited.</li> </ul>                               | 5-10              |                         |
| <ul style="list-style-type: none"> <li>Limited essay structure. Lacks paragraphing and attempts in a limited way to answer the question.</li> <li>Very little control of language. Essay contains many spelling errors, poor sentencing and limited/no use of punctuation.</li> <li>Shows no/ limited understanding of techniques used.</li> <li>Communicates limited reference to the texts. Essay is limited in length.</li> </ul>  | 1-4               |                         |
| <ul style="list-style-type: none"> <li>Non-submission of task/non-serious attempt.</li> </ul>   | 0                 |                         |
| <b>Task Mark:</b>   | <b>Task Rank:</b> | <b>Cumulative Rank:</b> |
|   |                   |                         |

Feedback:

---



---

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

