



# Condobolin High School

## Notification of an Assessment Task



**Name and Type of Task: Extended Response**

**Year: 10**

**Subject: English**

**Task Number: 2**

**Date Issued: Monday 26<sup>th</sup> August 2024 (Term 3, Week 6)**

**Date Due: Monday 23<sup>rd</sup> September 2024 (Term 3, Week 10)**

**Total Marks: 20**

**Weighting: 35%**

**Class Teacher/s: A Wadsworth, J. Sidoroff**

**Head Teacher: J. Sidoroff**

**Submission Instructions – Hand your task to your class teacher Period 3 on 23/9/24**

### **Task Context:**

In this unit you have been studying “The Outsiders” and focussing on the theme of individual and group identity. This task requires you to demonstrate your understanding of how the individual identity of characters in the novel are influenced by people in the world around them.

### **Syllabus Outcomes:**

EN5.1: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5.4: effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5.5: 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.

EN5.7: understands and evaluates the diverse ways texts can represent personal and public worlds

### **Task Description:**

Answer the following question in the form of an essay with an introduction, conclusion and 3-4 main body paragraphs. It is recommended that you use the correct PETAL structure. You will be required to closely reference the text by including appropriate textual examples and quotes.

**Question: “A person’s individual identity is often determined by external influences.” Discuss this statement with reference to the characters in *The Outsiders*.**

You will be given 4 lessons of class time to work on your assessment task. It may be necessary to complete additional work on this task outside of class time.

### **Criteria for Assessing Learning:**

You will be assessed on your ability to:

- Discuss the statement in an effective response
- Compose correctly structured PETAL paragraphs
- Choose and use appropriate information from the text to support your ideas
- Write using correct spelling, punctuation and grammar

### **Key Verbs:**

- Compose – write or create
- Evaluate – make a judgement based on criteria
- Respond – reply to a statement

## Marking Guidelines:

Description	Marks
<ul style="list-style-type: none"><li>• Student creates a sophisticated and sustained extended response that has a well-structured introduction, series of main body paragraphs and conclusion.</li><li>• Student demonstrates an excellent understanding of the requirements of a PETAL paragraph</li><li>• Student skilfully selects textual evidence to support the development of their argument.</li><li>• Student's response is highly refined, demonstrating strong control of grammar, spelling, punctuation and syntax.</li></ul>	17-20
<ul style="list-style-type: none"><li>• Student creates a sustained extended response that has a well-structured introduction, series of main body paragraphs and conclusion.</li><li>• Student demonstrates a developed understanding of the requirements of a PETAL paragraph</li><li>• Student competently selects textual evidence to support the development of their argument.</li><li>• Student's response is refined, demonstrating competent control of grammar, spelling, punctuation and syntax.</li></ul>	13-16
<ul style="list-style-type: none"><li>• Student creates an extended response that has satisfactory structural elements, including an introduction, series of main body paragraphs and conclusion.</li><li>• Student demonstrates a sound understanding of the requirements of a PETAL paragraph</li><li>• Student soundly selects textual evidence to support the development of their argument.</li><li>• Student's response is of a satisfactory quality, demonstrating sound control of grammar, spelling, punctuation and syntax.</li></ul>	9-12
<ul style="list-style-type: none"><li>• Student creates a basic extended response. All of the following structural elements are present, although some may be incomplete: introduction, series of main body paragraphs and conclusion.</li><li>• Student demonstrates a basic understanding of the requirements of a PETAL paragraph</li><li>• Student selects some appropriate textual evidence to support the development of their argument.</li><li>• Student's response is of basic quality, demonstrating basic control of grammar, spelling, punctuation and syntax.</li></ul>	5-8
<ul style="list-style-type: none"><li>• Student attempts to create an extended response which contains some of the following structural elements: introduction, series of main body paragraphs and conclusion.</li><li>• Student demonstrates a limited understanding of the requirements of a PETAL paragraph</li><li>• Student may or may not attempt to select some appropriate textual evidence to support the development of their argument.</li><li>• Student's response is of elementary quality, demonstrating elementary control of grammar, spelling, punctuation and syntax.</li></ul>	1-4