



Aspley State High School
Key Learning Area: Year 11 English
Assessment Task Sheet

Analytical Exposition in Response to Literature
Written Assignment

Unit Title: Reading Differently

Student Name: _____

Date of issue: _____

Teacher: _____

Class: _____

Context: Texts often lend themselves to multiple readings that support different beliefs and values, although not always in an obvious way.

Task: (a) Your task is to write an analytical essay that :
discusses the values, beliefs and cultural assumptions that you think are foregrounded in *To Kill A Mockingbird*
and
(b) evaluates how narrative techniques (such as plot, character, style, narrative point of view, setting), make this reading possible.

You must support your ideas with evidence from the novel you have studied in class.

Genre: Analytical essay

Audience: Teachers

Purpose: To develop an opinion on an issue and support with relevant evidence; analyse and explore reading practices.

Final Due Date: _____

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an 'E' standard. An incomplete in-class item will be awarded an 'E-' unless the student receives an authorised extension/exemption through due process. Failure to submit this assessment will result in the student receiving a "NR- not rated" at the end of the semester.

Conditions: Class and home time to prepare work.

Prepared or unseen task	<ul style="list-style-type: none"> Prepared assignment
Prior notice of task <ul style="list-style-type: none"> <input type="checkbox"/> First draft (monitoring): <input type="checkbox"/> Final draft (due date): 	<ul style="list-style-type: none"> One week prior to final date. 17 August 2009
Familiarity with: <ul style="list-style-type: none"> <input type="checkbox"/> Subject matter 	<ul style="list-style-type: none"> Novel studied in class Genre of analytical essay explicitly taught and modelled in class
Access to resources during final draft:	<ul style="list-style-type: none"> Novels (indexed with post-it notes) and dictionaries allowed.
Layout conventions:	<ul style="list-style-type: none"> Handwritten
Referencing conventions:	<ul style="list-style-type: none"> References to direct quotes from novel necessary

Length: 600 words minimum

Student Documentation of Drafting Process

<i>Material Resources</i>	Stages of Text Production		
	Original ideas	Rough drafts	Final copy
Internet School Library Outside Libraries Computer Magazine Other:			
Human Resources			
Teacher Peers Member of family Librarian Tutor Other:			
<i>I declare that the submitted assignment is my own original work, that is, the ideas are mine and I have not copied any material from other sources, including tutors or other teachers, nor has the work been <u>substantially</u> edited by another person or persons.</i>			
Signed:		Date:	

TASK SPECIFIC CRITERIA AND STANDARDS SHEET

Analytical Exposition in Response to Literature (Written)

A	B	C	D	E
Knowledge and Control of Texts in their Contexts				
<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i></p>	<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i></p>	<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i></p>	<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i></p>	<p><i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i></p>
<ul style="list-style-type: none"> • Selecting and synthesising substantial, relevant subject matter • Interpreting, inferring from, analysing and evaluating information, ideas, argument and images in great depth • Substantiating opinions with well balanced and relevant argument and evidence • Exploiting the ways writers' roles and their relationships with readers, are affected by power, distance and affect 	<ul style="list-style-type: none"> • Selecting and usually synthesising considerable relevant subject matter • Interpreting, inferring from, analysing and evaluating information, ideas, argument and images in depth • Substantiating opinions with relevant argument and evidence • Establishing writers' roles and controlling the ways their relationships with readers are influenced by power, distance and affect 	<ul style="list-style-type: none"> • Selecting sufficient relevant subject matter • Interpreting and explaining information, ideas, argument and images, with some analysis and evaluation • Supporting opinions with relevant argument and evidence • Establishing writers' roles and maintaining the ways their relationships with readers are influenced by power, distance and affect. 	<ul style="list-style-type: none"> • Selecting some relevant subject matter • Interpreting and explaining some information, ideas, images • Supporting opinions with a little argument and evidence • Generally establishing writers' roles and sometimes maintaining the ways their relationships with readers are influenced by power or distance or affect. 	<ul style="list-style-type: none"> • Selecting some subject matter that relates to tasks • Stating opinions • Identifying roles of writers and making some use of their relationships with readers in some texts.
Knowledge and Control of Textual Features				
<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</i></p>	<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</i></p>	<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</i></p>	<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</i></p>	<p><i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</i></p>
<ul style="list-style-type: none"> • Exploiting the sequencing and 	<ul style="list-style-type: none"> • Sequencing and organizing subject matter logically in 	<ul style="list-style-type: none"> • In the main, sequencing and organizing subject matter 	<ul style="list-style-type: none"> • Occasionally sequencing and organizing subject matter 	<ul style="list-style-type: none"> • Linking some ideas with conjunctions

<p>organization of subject matter in stages</p> <ul style="list-style-type: none"> • Making discerning use of cohesive ties to emphasise ideas and connect parts of texts • Exploiting an extensive range of apt vocabulary, including figurative uses • Combining a wide range of clause and sentence structures for specific effects, while sustaining grammatical accuracy • Sustaining control of paragraphing and a wide range of punctuation • Controlling conventional spelling 	<p>stages</p> <ul style="list-style-type: none"> • Controlling the use of cohesive ties to connect ideas and parts of texts • Selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses • Controlling a wide range of clause and sentence structures, while generally maintaining grammatical accuracy • Sustaining control of paragraphing and a wide range of punctuation • Controlling conventional spelling, with occasional lapses. 	<p>in stages</p> <ul style="list-style-type: none"> • Usually linking ideas with cohesive ties using suitable vocabulary • Using a range of clause and sentence structures with occasional lapses in grammatical accuracy • Controlling paragraphing and punctuation, such as commas, apostrophes, capitals and full stops • Using conventional spelling, in the main 	<p>in stages</p> <ul style="list-style-type: none"> • Making lapses in linking ideas with cohesive ties • Using basic vocabulary • Using clause and sentence structures accurately in places, but with frequent grammatical lapses in subject-verb agreement, continuity of tenses and pronoun references • Using paragraphing and punctuation accurately in places, but with frequent lapses • Using conventional spelling with frequent lapses 	<ul style="list-style-type: none"> • Using a narrow range of basic vocabulary • Using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding • Using some punctuation though not paragraphing • Using some conventional spelling, but lapses impede understanding
Knowledge and Application of the Constructedness of Texts				
<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>
<ul style="list-style-type: none"> • Evaluating how cultural assumptions, values, beliefs and attitudes underpin texts 	<ul style="list-style-type: none"> • Examining how cultural assumptions, values, beliefs and attitudes underpin texts 	<ul style="list-style-type: none"> • Identifying and explaining the ways cultural assumptions, values, beliefs and attitudes underpin texts 	<ul style="list-style-type: none"> • Identifying some of the ways cultural assumptions, values, beliefs and attitudes underpin texts 	<ul style="list-style-type: none"> • Sometimes identifying some attitudes and beliefs in texts

COMMENTS: _____

TEACHER'S SIGNATURE: _____

DATE: _____

RESULT: