Assessment Task

Subject: Year 10 English
Teacher: Mrs Karen Kidd
Task Title: Text Analysis
Draft Due Date: Monday, 14 March 2016
Final Due Date: Monday, 21 March 2016

Please note that failure to submit the task by this date will result in academic detention until completed.

Learning Requirements:
6. Write extended and developed texts appropriate to different audiences, purposes and contexts – including literary analysis
7. Communicate ideas and information clearly in texts of some length and complexity
8. Use their knowledge of grammar to write effectively and choose strategies to plan, construct and evaluate texts to improve their writing.

Outcomes Assessed:
KU 2 Knowledge and understanding of the ways in which the readers and creators of familiar and unfamiliar texts use a range of language techniques to make meaning.

AN 2 Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar texts.

AP 2 Detailed and appropriate use of evidence from texts to support arguments, with textual references incorporated fluently in responses.

CO 2 Use of appropriate style and structure for a range of mainly unfamiliar audiences and for varied purposes.
Task Outline:

You need to write an analytic essay on one of the following topics based on the text ‘Tomorrow when the war began’

1. Choose **one** of the major characters from the text and write an analytic essay, describing the changes he or she undergoes due to the unexpected events that happen in the text. Explain how these changes impact on the other characters and situations?

2. One of the major themes developed by John Marsden in Tomorrow When the War Began is courage. Analyse how he develops it through different characters, settings and plot.

Word count: 700-850 words

NOTE: Study the essay guidelines and handouts given in class and make use of them to organise your points in a well organised, structured essay.
### PERFORMANCE STANDARDS FOR YEAR 10 ENGLISH – Text Analysis
**(Tomorrow when the war began)**

<table>
<thead>
<tr>
<th>KNOWLEDGE AND UNDERSTANDING</th>
<th>ANALYSIS</th>
<th>APPLICATION</th>
<th>COMMUNICATION</th>
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</thead>
<tbody>
<tr>
<td>OUTSTANDING A</td>
<td>• Extensive knowledge and understanding of the ways in which the readers and creators of texts use language features and text structures to make meaning.</td>
<td>• Perceptive analysis of the ways in which the creators of texts use textual features to influence opinions and decisions in texts.</td>
<td>• Sophisticated use of evidence from texts to develop and support ideas/opinions and to make comparisons.</td>
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<td>HIGH B</td>
<td>• Detailed knowledge and understanding of the ways in which the readers and creators of texts use language features and text structures to make meaning.</td>
<td>• Clear analysis of the ways in which the creators of texts use textual features to influence opinions and decisions in texts.</td>
<td>• Effective use of evidence from texts to develop and support ideas/opinions and to make comparisons.</td>
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<td>SOUND C</td>
<td>• Sound knowledge and understanding of the ways in which the readers and creators of texts use language features and text structures to make meaning.</td>
<td>• Sound analysis of the ways in which the creators of texts use textual features to influence opinions and decisions in texts.</td>
<td>• Sound use of evidence from texts to develop and support ideas/opinions and to make comparisons.</td>
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<td>LIMITED D</td>
<td>• Limited knowledge and understanding of the ways in which the readers and creators of texts use language features and text structures to make meaning.</td>
<td>• Limited analysis of the ways in which the creators of texts use textual features to influence opinions and decisions in texts.</td>
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