Year 8 English 2025

What Can We Learn From Novels Assessment Task

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| **TOPIC**: What Can We Learn From Novels | **MARKS: A-E Grade** |
| **SUBMISSION REQUIREMENTS: Students will complete the task in class in week 11.**    **Date: \_\_\_\_\_\_\_\_\_              Day:  \_\_\_\_\_\_             Period: \_\_\_\_\_\_**    **Students will be permitted to use a planning document to assist them on the day.** | **WEIGHTING: 40%** |
| **OUTCOMES TO BE ASSESSED:**  EN4-URA-01 **Analyses** how meaning is created through the **use** of and response to language forms, features and structures  EN4-URB-01 Examines and **explains** how texts represent ideas, experiences and values | |
| **DIRECTIONAL VERBS:**  **Analyse**: Identify components and the relationship between them  **Explain**: Make the relationships between things evident  **Use**: Take, hold, or put into action | |
| **TASK DESCRIPTION:**  You are required to compose an extended response that **analyses** the life lessons developed in the novel you have studied and **explains** how these are relevant to young readers.    Your extended **analytical** response should include the following:  1. An introduction  2. Body paragraphs  3. A conclusion    A scaffold is provided for you to draft your ideas. | |
| **ASSESSMENT CRITERIA:**  You will be assessed on your ability to:   1. Write an extended analytical response which includes an introduction, at least two body paragraphs, and a conclusion 2. Identify two life lessons contained in your prescribed novel and analyse how they are conveyed 3. Use textual evidence and stylistic devices in your analysis 4. Explain how these life lessons are relevant to young readers. | |

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| **ASSESSMENT MARKING CRITERIA**  **(EN4-URA-01, EN4-URB-01)** | **Grade** |
| Composesa skilful and persuasive response that insightfully **analyses** the text studied in class as a valuable learning experience. *In doing this, the student engages meaningfully with the set text using a careful selection of textual references that demonstrates a deep understanding of how the text is relevant to young readers, with strong reference to themes. There is excellent organisation and presentation of ideas appropriate to audience, purpose and context.* | A |
| Composesa persuasive response which **analyses** the text studied in class as a valuable learning experience. *In doing this, the student engages meaningfully with the set text with some selection of textual references that demonstrates an adequate understanding of how the text is relevant to young readers, with reference to themes. The student has competent organisation and presentation of ideas appropriate to audience, purpose and context.* | B |
| Composesa sound response which **analyses** the text studied in class as a valuable learning experience. *In doing this, the student engages with the set text with few textual references that demonstrates a satisfactory understanding of how the text is relevant to young readers, with some reference to theme. The student has provided some organisation in their presentation of ideas appropriate to audience, purpose and context.* | C |
| Composesa basic response which attempts to **explain** the text studied in class as a valuable learning experience. *The student has engaged with the set text to apply few textual references which show a limited understanding of how the text is relevant to young readers, with some reference to theme. The student has provided some organisation in their presentation of ideas, but is not appropriate to audience, purpose or context.* | D |
| Composesa response which does not **explain** the text studied in class as a valuable learning experience. *The student has not engaged with the set text to demonstrate their understanding of how the text is relevant to young readers, with no reference to theme. The student has not included appropriate organisation or presentation of ideas for audience, purpose or context.* | E |