



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Year 10 English (10E1)

Teacher: Ms Nisar

Topic: Novel Study-*To Kill a Mockingbird* by Harper Lee

Weighting: 25%

Date of Notification: Wednesday 19th August 2020

Due Date: Monday 7th September 2020, **hand-in task**

You will be assessed on how well you:

- demonstrate an understanding of the central theme of prejudice in the novel
 - support your ideas with analysis and quotes from the text
 - use language appropriate to audience, purpose and form
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TASK:

"Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird."

With reference to this quote, discuss how the theme of prejudice is explored throughout *To Kill A Mockingbird*.

Word limit: 600-700 words

Your essay must make specific references to the novel and use direct quotations to support your arguments.

You will be expected to hand in a draft copy of your essay for your teacher to provide feedback before the due date.

Syllabus outcomes assessed:

EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-5C 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

EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

NOTE:

This is a compulsory assessment task. A student absent, due to illness or misadventure from a task or the day a task is due must provide a valid explanation to cover the absence. For planned absences, students must arrange an extension with your class teacher prior to the due date of the task. Failure to do this may result in the loss of 10% for each day the task is late. Students will also attend detentions until the task is completed.

MARKING CRITERIA	MARK
<ul style="list-style-type: none"> • Effectively discusses how the author explores the theme of prejudice throughout the novel • Conveys a thorough understanding of the novel and the author's context • Presents an effective analysis based on relevant, detailed textual knowledge • Composes a sustained, logical and well-structured response using language appropriate to audience, purpose and form 	A (17 – 20)
<ul style="list-style-type: none"> • Discusses competently how the author explores the theme of prejudice throughout the novel • Conveys a competent understanding of the novel and the author's context • Presents a competent analysis based on relevant, detailed textual knowledge • Composes a logical and well-structured response using language appropriate to audience, purpose and form 	B (13 – 16)
<ul style="list-style-type: none"> • Discusses how the author explores the theme of prejudice throughout the novel. • Conveys sound understanding of the novel and the author's context • Presents some analysis based on adequate textual knowledge • Composes a structured response using language appropriate to audience, purpose and form 	C (9 – 12)
<ul style="list-style-type: none"> • Discusses elements of the theme of prejudice relevant to the novel • Conveys limited understanding of the novel and the author's context • Makes limited reference to the text • Composes a response using some appropriate language. 	D (5 – 8)
<ul style="list-style-type: none"> • Makes a general statement about the novel and the theme of prejudice • Conveys limited understanding of the novel and the author's context • Attempts to compose a response 	E (1 – 4)