

Task Brief and Practice Paper

Assessment task	
Year level	Year 10
Learning area	English
Due Date	Term 3 Week 8
Title of task	SEMESTER TWO EXAMINATION 2025
Description of task	You are expected to read, understand and examine the key ideas in the novella, <i>Animal Farm</i> by George Orwell. Students will respond to ONE question in essay form.
Suggested time	45 minutes
Weighting	25%
Content from the Western Australian Curriculum	<p>LITERATURE AND CONTEXT Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</p> <p>Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</p> <p>Literacy Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</p>
Prior Learning	Students must have read and developed a clear understanding of the novella's historical context, its broader social and cultural background, its themes and the author's purpose in writing it.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Resources	Animal Farm by George Orwell



Judging Standards: Year 10	
A Excellent Achievement	<p>Evaluates the way that complex text structures, language features and vocabulary in a text have been used in ways that can challenge or endorse dominant readings, assumptions and have been used to have specific effects on particular audiences and for particular purposes.</p> <p>Draws on their wider reading to create a text which uses and manipulates a variety of relevant structural devices for impact and to influence the reader, constructing an introduction that engages with the ideas suggested by the question or topic, and formulates a clear thesis.</p> <p>Organises ideas into logically sequenced and cohesive paragraphs. Uses cohesive devices within and between paragraphs.</p> <p>Draws on wider reading experiences to evaluate the way that characters, settings and events have been used to shape our response to different time periods, social groups and ideas.</p> <p>Advances an argument through integrating relevant evidence and clearly explaining its significance.</p> <p>Writes clearly and concisely, drawing on a variety of language features, stylistic devices, text structures, which complement and enhance the text, consistently using a wide range of complex and appropriate vocabulary which are spelt accurately and grammar which contributes to an effective and engaging text.</p>
B High Achievement	<p>Explores complex text structure, a range of language features and vocabulary, considering the connection between construction, purpose and audience and the way that they have been used together in a text for particular effects.</p> <p>Explains the way that a text has used characters, events and settings to shape our response to different time periods, social groups and ideas.</p> <p>Constructs an introduction derived from the question or topic, outlining the main points to be raised and stating a thesis.</p> <p>Organises ideas into well- structured paragraphs. Uses connectives for smooth transition between paragraphs; for example, 'In addition ... Furthermore ...'</p> <p>Selects and manipulates some appropriate structural devices to communicate effectively with the audience; for example, using a range of vocabulary, most of which are spelt correctly and grammar appropriate to the audience, purpose and context</p> <p>Develops an argument through incorporating appropriate evidence, with some explanation of its significance.</p>
C Satisfactory Achievement	<p>Evaluates how text structures can be used in innovative ways by an author, explaining how the choice of language features, images and vocabulary contributes to the development of individual style in a text.</p> <p>Creates a text which communicates viewpoints, attitudes and perspectives through the development of a cohesive and logical persuasive, informative text, constructing an introduction using key words from the question or topic.</p> <p>Organises ideas into paragraphs with topic, developing, supporting and linking sentences.</p> <p>Describes the way that characters, events and settings in a text have been used to make comment on particular time periods, social groups and ideas.</p> <p>Selects language features, grammar, varies vocabulary choices and accurately uses spelling for impact to achieve precision and stylistic effect</p> <p>Supports an argument with evidence; for example, direct/indirect quotations, but tends to restate rather than explain its significance to the topic.</p>
D Limited Achievement	<p>Analyses the way that simple text structures have been used for a specific purpose or effect, drawing on simple and familiar language features, stylistic devices and text structures.</p> <p>Writes with a general sense of structure; for example, constructs a brief introduction that addresses the question or topic in general terms, but which may not follow a logical internal sequence.</p> <p>Constructs paragraphs about single ideas, using topic sentences, mostly describes or retells details of a text in an attempt to support a point.</p> <p>Identifies that characters, events and settings in a text can be used to represent different social groups, historical periods and ideas.</p> <p>Uses language features, mostly correct grammar, appropriate vocabulary and generally spells words correctly which communicate with the reader but which may not reflect nuance or depth of meaning.</p> <p>Mostly describes or retells details of a text in an attempt to support a point.</p>
E Very Low Achievement	Does not meet the requirements of a D grade

INSTRUCTIONS FOR STUDENTS

Answer **one** (1) question.

Write the question number clearly on your paper.

Your response, in the form of an **analytical essay**, should demonstrate your understanding and critical thinking skills with reference to the novella Animal Farm.

QUESTION ONE

How does George Orwell's Animal Farm explore the themes of power and corruption? Provide direct examples from the novel to support your response.

QUESTION TWO

Explore the theme of propaganda in both Animal Farm and the Russian Revolution.

QUESTION THREE

Discuss George Orwell's intentions in writing Animal Farm, considering its classification as an allegorical and satirical novel.

[illegible]







