



TASK SHEET - HOLES

Name: _____

Teacher: Mr McKenzie

Assessment Type: Text Analysis – “Holes”

Text type: Creative Response (Part One), Essay Response (Part Two)

Audience: Reader of the novel

Purpose: To demonstrate knowledge of the text Holes and respond both creatively and in a formal literary essay

Task description:

Part One - Activities (see Activity Booklet for details)

Reminder. Choose ONE activity for each of the four sections. Then choose your best of the four as your final submission piece.

1. THE PLOT 2. THE SETTING 3. CHARACTERS 4. THE VOCABULARY

Part Two - Essay Question - CHOOSE ONE

1. What do you think the title Holes means? What might be another reason other than the holes the boys dig in the lake? What hole (or holes) is in Stanley's life when he first arrives at Camp Green Lake? Are the holes still there when he leaves?

2. At home, Stanley did not have friends. But at Camp Green Lake, he forms a special friendship with Zero. How did Zero and Stanley prove their friendship to each other? In what way does Zero fill a hole in Stanley's life?

3. Imagine you are Louis Sachar and you are asked the following question by a reader: Why do you often interrupt the story of Stanley Yelnats in order to tell other stories? Explain what you tried to achieve by writing the story as you did.

Draft Deadline: Part One Thurs Mar 1 Part Two Thurs Mar 15 (tick box if this deadline is met): ☐

Due Date: Part One Thurs Mar 1 Part Two Wed Mar 21

I certify that this assignment is my own work and that I have not previously submitted it for assessment. My name is on my work, and this task sheet is attached.

Signature: _____ Date: _____

Date Received: _____

Teacher's Signature: _____

Deadline Policy

All assignments must be handed in on time. This is an equity issue.

- * If you are **absent on the day** of the deadline you must **hand it in early**, send it in with a sibling or parent, or **email it** to the teacher¹ and hand in a hard copy the **next school day**.
- * To obtain an **extension**, you must **negotiate with your teacher in advance of the due date**. No extensions can be negotiated on the due date.
- * Computer breakdown and printer failure are **unacceptable excuses** for work not being handed in. Students can hand in a disk or flash drive, or email work to teachers¹. As all work must be drafted, drafts can be submitted if the computer fails at the last minute. It is recommended that files being used for work in progress are stored on a computer hard drive or on the school network
- * If there is a **genuine** reason for an emergency extension, a note from your parent/guardian must be brought in on the due day explaining the circumstances.
- * An absence of three or more school days requires a medical certificate, which must be presented to the SACE Coordinator by Senior School students (years 10, 11 and 12) or Home Group teacher for Middle School students (years 7, 8 or 9)
- * If a task is not handed in on the due date the following will occur in addition to a note in your diary:
 - Years 7, 8 and 9: 15% deduction when submitted one day late
30% deduction when submitted two days late
A zero will be recorded if more than two days late
 - Years 10, 11, 12: A zero will be recorded in line with the SACE Board's *Assessment Declaration* form signed by all Senior School students

¹ All teachers' email addresses are their first initial, surname, then @stjohns.sa.edu.au. E.g. Joe Bloggs would be jbloggs@stjohns.sa.edu.au

Plagiarism Policy

Years 7, 8, and 9

- * If you copy another student's work, a discussion will take place with you and the other student involved determining whether the work was 'shared', 'taken' or 'given'. If it was shared – each of you will receive half of the final mark;
 - if it was given – the plagiarist will receive zero, the student who did the work will receive half marks;
 - if it was taken – the plagiarist will receive zero.
- * If you copy some of your work from another source, any copied work will be disregarded and only the uncopied work will be marked.

* If you copy an entire piece of work you will receive zero.

Years 10, 11, and 12

* Any form of plagiarism will result in a score of zero.

Year 8 Australian Curriculum achievement standard: English

Receptive modes (listening, reading and viewing)

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Performance Standards

- Knowledge and Understanding
- Analysis
- Application
- Communication

Students should refer to the rubric below to identify the performance standards that they need to demonstrate to reach their highest possible level of achievement in this task.

	Knowledge and Understanding	Analysis	Application	Communication
A	Discerning evaluation of the ways a variety of texts represent different viewpoints and perspectives on events, people, situations and issues Comprehensive explanation of how a variety of text structures relate to different purposes, audiences and contexts Comprehensive explanation of how a variety of language features and images are used for different purposes, audiences and effects	Discerning analysis of a variety of relevant ideas, information, sources and relevant evidence to achieve purposes	Discriminating selection, organisation and synthesis of a variety of relevant ideas and information for different purposes and audiences <i>Discerning use of a variety of text structures to achieve different purposes and effects</i>	Discerning use of a range of grammatical structures and vocabulary to achieve different purposes and effects Discerning use of a variety of text and language features to achieve different purposes and effects: • written; spoken/signed; non-verbal; &/or visual features *
B	Effective evaluation of the ways a variety of texts represent different viewpoints and perspectives on events, people, situations and issues Effective explanation of how a variety of text structures relate to different purposes, audiences and contexts Effective explanation of how a variety of language features and images are used for different purposes, audiences and effects	Effective analysis of a variety of relevant ideas, information, sources and relevant evidence to achieve purposes	Effective selection, organisation and synthesis of a variety of relevant ideas and information for different purposes and audiences <i>Effective use of a variety of text structures to achieve different purposes and effects</i>	Effective use of a range of grammatical structures and vocabulary to achieve different purposes and effects Effective use of a variety of text and language features to achieve different purposes and effects: • written; spoken/signed; non-verbal; &/or visual features *
C	Evaluation of the ways a variety of texts represent different viewpoints and perspectives on events, people, situations and issues Explanation of how a variety of text structures relate to different purposes, audiences and contexts Explanation of how a variety of language features and images are used for different purposes, audiences and effects	Analysis of a variety of relevant ideas, information, sources and evidence to achieve purposes	Selection, organisation and synthesis of a variety of relevant ideas and information for different purposes and audiences <i>Use of a variety of text structures to achieve different purposes and effects</i>	Use of a range of grammatical structures and vocabulary to achieve different purposes and effects Use of a variety of text and language features to achieve different purposes and effects: • written; spoken/signed; non-verbal; &/or visual features *
D	Explanation of different viewpoints on events, people, situations and issues Explanation that text structures are related to different purposes, audiences and contexts Explanation that language features and images are used for different purposes	Explanation of ideas, information, sources and evidence to achieve purposes	Selection and combination of ideas for different purposes <i>Use of text structures to achieve different purposes</i>	Use of grammatical structures and vocabulary to achieve different purposes Use of text and language features that vary in suitability: • written; spoken/signed; non-verbal; &/or visual features *
E	Identification and description of events, people, situations and issues Identification and description of text structures, purposes, audiences and contexts Identification and description of language features and images	Identification of ideas, information and sources	Statement of ideas <i>Use of aspects of text structures</i>	Use of a narrow range of grammatical structures and vocabulary Use of text and language features that impede meaning: • written; spoken/signed; non-verbal; &/or visual features *

* Examples of text and language features affecting **Communication** may be: punctuation and spelling (written features); pronunciation; pace, phrasing and pausing; audibility and clarity (spoken/signed features); facial expressions, gestures, proximity, stance, movement (non-verbal features); graphics, still and moving images (visual features)

Teacher's comments: