



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Module A: Language, Identity and Culture AND Module C: The Craft of Writing
Class Teachers	M Peasley, J Luchetti and M Burfitt
Head Teacher	M Peasley
Year	12
Date Given	Week 9, Term 2 2023
Date Due	July 21st, Friday Week 1 Term 3 2023
Weighting	Total - 30% (15% Module A + 15% Module C)

Assessment Outline

Part 1: Module A Extended Response (take home component)

Create an essay response to the following question.

How has Ali Cobby Eckermann exposed responders to the power of intergenerational dialogue through her suite of poems, *Inside My Mother*?

In your response, make detailed reference to at least TWO of the prescribed poems.

Submission details:

- Digital submission on Google Classroom by 3:28pm, July 21st 2023
- Students must show evidence of early composition and regular editing of their essay response in the provided Google Doc to preserve academic integrity and avoid issues of plagiarism
- 1000-1200 words
- Size 12 font

Part 2: Module C Creative Response (in class completion)

In the timetabled English lesson on July 21st, students will respond to the following prompt.

In response to a question about her minimal use of punctuation, Ali Cobby Eckermann states "*I think there's a little rebel that still remains inside of me.*"

Draw on the skills you have developed in the study of Module C, and Eckermann's poetry, to craft the opening to an imaginative, discursive or persuasive piece that breaks the traditional rules of writing. This could be in the form of punctuation, grammar, point of view, sentence structure, paragraphing, layout, character or concept.

Submission details:

- Lined paper provided
- Completed in a 40 minute section within the timetabled double period, under examination conditions
- The prompt will be displayed for reference. No other materials permitted during the completion of the task

Drafting

Class teachers will provide written feedback on drafts for **Part 1 only**. Drafts are to be submitted via the Google Doc on the class Google Classroom no later than one week prior to the task due date as per the English Faculty Drafting Policy. Students can seek verbal feedback on their ideas for Part 2 during English lessons in the lead up to the task.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award and registration on NESAs HSC Malpractice register. Any cheating will also incur penalties. Evidence of early composition and regular editing of responses will ensure that issues of plagiarism are avoided.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined in the HSC booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

EN12-1 - Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-4 - Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 - Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-8 - Explains and assesses cultural assumptions in texts and their effects on meaning

Marking Rubrics:

Criteria- Part 1	Grade and Mark
<ul style="list-style-type: none">● Explains effectively how the language used in the prescribed text presents ideas about language, culture and identity● Presents an effective response using relevant, detailed textual evidence● Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form	A 17-20
<ul style="list-style-type: none">● Explains competently how the language used in the prescribed text presents ideas about language, culture and identity● Presents a competent response using relevant textual evidence● Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form	B 13-16
<ul style="list-style-type: none">● Explains how the language used in the prescribed text presents ideas about language, culture and identity● Presents a response using adequate textual evidence● Organises, develops and expresses ideas adequately using language appropriate to audience, purpose and form	C 9-12
<ul style="list-style-type: none">● Describes aspects of the text with some reference to the question● Presents a response using limited textual knowledge● Attempts to organise a response in a limited way	D 5-8
<ul style="list-style-type: none">● Attempts to describe aspects of the text● Attempts to organise a response in an elementary way	E 0-4

Criteria – Part 2	Grade and Mark
<ul style="list-style-type: none">● Composes an engaging opening to an imaginative, discursive or persuasive piece of writing that effectively responds to the question● Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	A 9-10
<ul style="list-style-type: none">● Composes a competent opening to an imaginative, discursive or persuasive piece of writing that responds to the question● Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form	B 7-8
<ul style="list-style-type: none">● Composes an opening to an imaginative, discursive or persuasive piece of writing that responds to the question● Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form	C 5-6
<ul style="list-style-type: none">● Composes the opening to a piece of writing that attempts to respond to the question● Demonstrates variable control of language and structure appropriate to audience, purpose, context and selected form	D 3-4
<ul style="list-style-type: none">● Attempts to compose a piece of writing with some relevance to the question	E 0-2