



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Minority Experience – Essay
Head Teacher	M Peasley
Year	Year 10
Date Given	Term 2, Week 3
Date Due	Thursday, 1st June (Term 2, Week 6) – online submission by 3.30pm on due date
Weighting	30%

Assessment Outline

Select ONE of the following questions and write an essay response:

Option 1:

"[Minorities] are expected to educate [the majority] as to our humanity." - Audre Lorde

Analyse how the text/s you have studied educate audiences about the humanity of minority groups.

OR

Option 2:

Minority groups experience our world in a different way to the majority.

Analyse how composers have confronted viewers with their depiction of this experience.

- If you are considering taking **Advanced English** in 2024, you should write **600-800 words** and analyse AT LEAST two **different text types**.
- If you are considering taking **Standard English** in 2024, you should write **600-800 words** and analyse AT LEAST **two texts**.
- If you are considering taking **English Studies** in 2024, you should write **500 - 600 words** and analyse AT LEAST **one text**.

You are permitted to send your teacher a draft of your essay to receive written feedback before the final deadline. The draft is due by 3:30pm on Thursday 25th May.

To Prepare for this Task you should...

- Review texts studied in class.
- Carefully “unpack” the questions to understand how you will be expected to answer.
- Choose a question that resonates with your understanding of texts in this unit.
- Have a conversation with your teacher about your HSC English choices and decide which essay option helps you achieve your goals.
- Brainstorm the way your text/s relate to the question.
- Select examples/quotes that prove the ways your texts relate to the question.
- Identify technical features that create meaning in your texts, in relation to the question.
- Plan an appropriately structured essay (intro, 2 - 3 body paragraphs, conclusion)
- Write your first draft, transforming your notes into cohesive paragraphs.
- Review unit vocabulary and use it fluently as you write your response.
- Submit a draft to your teacher via Google Classroom by 25th May, 3.30pm
- Use teacher and peer feedback to edit and improve the quality of your response.

Submission of the task

You need to complete your task in the doc template on Google Classroom. The development of your work must be visible throughout your drafting process. Your final essay will be submitted online to your teacher via Google classroom.

Non-completion of Task: As this task will be submitted online, absence from school or class on the due date is not reasonable grounds for extension/special consideration. If you are ill or some other circumstance prevents you from completing and submitting your task, you must contact your class teacher and provide appropriate documentation explaining your circumstance. Any requests for an extension must be submitted **before** the due date.

Plagiarism: Plagiarism (using the work of others without acknowledgement) will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

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

Outcomes

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

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

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

Essay /20

Criteria	Outstanding	Developed	Sound	Developing	Limited
Conceptual understanding Demonstrates knowledge of the minority experiences represented in the text/s studied	Sophisticated exploration of minority experiences in text/s Provides a developed and insightful response to the chosen question	Effective exploration of minority experiences in text/s Provides a clear and cohesive response to the chosen question	Adequate exploration of minority experiences in text/s Provides a clear response to the chosen question; may lack cohesion at times	Attempts to explore minority experiences in text/s Attempts a response to the chosen question but lacks cohesion and clarity	Refers to minorities in text/s Limited effort to respond to the chosen question
	5	4	3	2	1
Textual analysis Demonstrates understanding of how textual features are used to shape meaning	Provides deep analysis of techniques used in the text/s Judicious selection of textual evidence	Provides effective analysis of techniques used in the text/s Thoughtful selection of textual evidence	Provides some analysis of techniques used in the text/s Provides specific textual evidence	Describes examples from the text/s with no attempt to analyse use of techniques	Refers to the text/s in general terms
	5	4	3	2	1
Essay form Demonstrates appropriate structure and language for an analytical essay	Sophisticated control of structural elements of an essay to present a cohesive argument Consistent use of appropriately formal register	Effective control of structural elements of an essay to present a clear argument Mostly consistent use of appropriately formal register	Sound control of structural elements of an essay to present an argument Attempts to use appropriately formal register	Variable control of structural elements of an essay; argument may be unclear or incohesive Register is occasionally appropriate for an essay	Paragraphing is inconsistent or non-existent. Register is inappropriate for an essay
	5	4	3	2	1
Control of language Spelling, tense, punctuation, sentence structure, etc.	Sophisticated language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and other grammatical features.	Sound use of language – increasing issues with language, maybe focused on one area – e.g. spelling.	Variable use of language – increasing issues with language, maybe across more than one area – e.g. spelling and punctuation	Inconsistent use of language across multiple areas, which dramatically impedes meaning.
	5	4	3	2	1