



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Drama Unit
Head Teacher	Mon Peasley
Teachers	Alanna D'Adam, Mon Peasley, Elise McKenzie, Rachel Livingstone, Tim Boyle
Year	Year 7
Date Given	Term 2, Week 6
Date Due	Term 2, Week 8
Weighting	25%

Assessment Outline

Part A: 10 marks

Create a visual fan poster, that a fan might hang in their bedroom, for the play script *Honey Spot* by Jack Davis, focusing on its significance as an Aboriginal work. The poster should be on an **A4 sheet** of paper and use visual and or language techniques effectively to communicate key ideas (themes), experiences, and values represented in the play script.

Poster: Your poster should demonstrate an understanding of the play script *Honey Spot* and effectively use visual and or language techniques to communicate its key ideas, experiences, and values. It should be visually appealing, creative, and demonstrate attention to detail.

Part B: 15 marks

You will also write a reflection on the process of creating the poster, discussing your use of visual and or language techniques and their effectiveness in communicating your ideas.

Reflection: Your reflection should demonstrate an understanding of the visual and or language techniques used in the poster and explain their effectiveness in communicating your ideas. It should also demonstrate reflection on your learning throughout the unit and offer insights into ways you could improve in future projects.

Language and expression: Your reflection should be well-written, using appropriate academic language, and free from grammatical and spelling errors.

How it will work

Poster: There will be some time to work on the poster in class. This is up to individual teacher discretion. If class time is spent effectively, teachers may be more likely to allow time to work on the poster. The poster is to be created by hand and coloured by hand.

Remember, marks are not allocated on how visually appealing or realistic the poster looks, but on three categories: design and thoughtfulness; its demonstration of understanding; and the purposeful use of visual techniques/forms/features.

This is outlined in detailed marking criteria.

Reflection: During class, students will answer a series of questions that they have already seen and worked on in class. Students will not be able to bring in a cheat sheet to assist them with these questions. Sentence starters are available at individual teacher discretion. Students will have **40 minutes** to complete these questions. On the day of the Assessment Task, you will be allocated half a page of writing space per question in any paragraph style your teacher has taught you.

Reflection questions are below:

1. What purpose do the language or visual devices in your poster serve?

Students can mention key themes in this answer but there's no need to do a justification or analysis of key themes. This is a demonstration of knowledge of how visual and language devices affect an audience.

2. Explain how a key theme or idea is represented in your poster.

Students should justify why they consider this a key theme. Textual evidence should be used in this justification. Quotes are not mandatory as textual evidence; describing the plot and characters will suffice.

Secondly, this will require students to explain which theme/idea is represented in their poster. As such, students will discuss elements of their poster and how they represent this theme/idea.

3. Which aspects of creating this poster did you find challenging? How has this shaped how you would approach tasks like this in future?

Students give a detailed description of what they found difficult in this process and how their approach might be different in the future.

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. Any cheating will also incur penalties.

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

Outcomes

EN4-ECA-01 (COMPOSITION):

creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.

EN4-URA-01 (ANALYSIS):

analyses how meaning is created using and response to language forms, features and structures.

EN4-ECB-01 (WRITING PROCESS):

uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

Assessment Task 1 Marking Criteria

Part A- Poster Design

Marking Criteria	Band
<p>Students can:</p> <ul style="list-style-type: none"> • Create a well-designed and thoughtful poster design for 'Honey Spot' that represents a key idea, theme or experience that is significant to Aboriginal Australian works. • demonstrate an outstanding understanding of how a key idea, theme or experience is represented in 'Honey Spot' through the use of various relevant visuals. • Purposeful use of visual forms and features to create an engaging poster with attention to detail. 	<p>A 9-10</p>
<p>Students can:</p> <ul style="list-style-type: none"> • create an effective poster design for 'Honey Spot' that represents a key idea, theme or experience that is significant to Aboriginal Australian work. • demonstrate a well-developed understanding of how the key idea, theme or experience is represented in 'Honey Spot' through the use of various relevant visuals. • effective use of visual forms and features to create an engaging poster. 	<p>B 7-8</p>
<p>Students can:</p> <ul style="list-style-type: none"> • create a competent poster design for 'Honey Spot' that represents a key idea, theme or experience that is significant to Aboriginal Australian work. • demonstrate a satisfactory understanding of how the key idea, theme or experience is represented in 'Honey Spot' through the use of some visuals. • use satisfactory visual forms and features to create a poster. 	<p>C 5-6</p>
<p>Students can:</p> <ul style="list-style-type: none"> • attempt to create a basic poster design for 'Honey Spot' that represents a key idea, theme or experience. • demonstrate a basic understanding of how the key idea, theme or experience is represented in 'Honey Spot' through some visuals. • attempt to use some visual forms and features to create a poster. 	<p>D 3-4</p>
<p>Students can:</p> <ul style="list-style-type: none"> • attempt to create a limited poster design for 'Honey Spot' that represents a key idea, theme or experience. • demonstrate a limited understanding of how the key idea, theme or experience is represented in 'Honey Spot' with little or no relevant visuals. • attempt limited or no use of visual forms and features to create a poster. 	<p>E 1-2</p>

Part B - Reflective Response

Marking Criteria	Band
<ul style="list-style-type: none"> • Students compose a highly effective explanation of their use of visual techniques to communicate key ideas, experiences and values represented in 'Honey Spot' with a range of well-chosen examples from Part A. EN4-URA-01 (ANALYSIS) • Students demonstrate a highly effective reflection on the process of creating the poster with thoughtful insights on its effectiveness and areas of improvement. EN4-ECB-01 (WRITING PROCESS) • Students demonstrate an outstanding understanding of reflective forms and features with accurate spelling, grammar and punctuation. EN4-ECA-01 (COMPOSITION) 	<p style="text-align: center;">A 13-15</p>
<ul style="list-style-type: none"> • Students compose an effective explanation of their use of visual techniques to communicate key ideas, experiences and values represented in 'Honey Spot' with a range of relevant examples from Part A. • Students demonstrate an effective reflection on the process of creating the poster with insights on its effectiveness and areas of improvement. • Students demonstrate an effective understanding of reflective forms and features with well-developed spelling, grammar and punctuation. 	<p style="text-align: center;">10-12</p>
<ul style="list-style-type: none"> • Students compose a sound explanation of their use of visual techniques to communicate key ideas, experiences and values represented in 'Honey Spot' with some examples from Part A. • Students demonstrate a sound reflection on the process of creating the poster with some insights on its effectiveness and or areas of improvement. • Students demonstrate a sound understanding of reflective forms and features with some control of their spelling, grammar and punctuation. 	<p style="text-align: center;">7-9</p>
<ul style="list-style-type: none"> • Students attempt a basic description of their use of visual techniques to communicate key ideas, experiences and values represented in 'Honey Spot' with little or no reference to examples from Part A. • Students attempt to reflect on the process of creating the poster with a basic description of its effectiveness and or areas of improvement. • Students demonstrate a basic understanding of reflective forms and features with consistent errors in their spelling, grammar and punctuation. 	<p style="text-align: center;">D 4-6</p>
<ul style="list-style-type: none"> • A partial or incomplete reflection statement 	<p style="text-align: center;">E 1-3</p>

