



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Minority Experience – Comparative Essay
Class Teachers	Mr Boyle, Ms Carrusca, Ms D'Adam, Ms Forsyth, Ms Luchetti, Ms McKenzie, Mrs Munro
Head Teacher	M Peasley
Year	Year 10
Date Given	Term 2, Week 3
Date Due	Thursday, 6th June (Term 2, Week 6)
Weighting	25%

Assessment Outline

Students will compose a comparative essay in response to **ONE** of the following questions in their English period on Thursday 6th June.

Question 1- "A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles." - *Christopher Reeve*

To what extent does this statement relate to the experience of minorities in the text/s you have studied this term?

OR

Question 2- How do composers effectively convey the often confronting nature of the minority experience? Refer to the text/s you have studied this term.

The chosen question will be revealed on the day at the beginning of the period.

Students will be given a scaffold sheet that they will complete in class before in-class assessment task takes place. They may refer to the scaffold sheet during the task.

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
- 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)
- Use scaffold sheet to refer to during the assessment
- Review unit vocabulary and use it fluently as you write your response.

Submission of the task

You will complete the assessment task during your English period on Thursday 6th June.

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. Documentation will be required in both cases.

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

EN5-6C investigates the relationships between and among texts

Marking Criteria	Grade
<ul style="list-style-type: none"> ● Thorough exploration of minority experiences in the texts. Provides a highly developed and insightful response to the question. ● Provides a thorough analysis of techniques used in texts. Highly appropriate selection of textual evidence. ● Thorough control of structural elements of a comparative essay to present a cohesive argument. Consistent use of appropriately formal register ● Thorough use of language - consistent spelling, punctuation and other grammatical features. 	A 25-30
<ul style="list-style-type: none"> ● Effective exploration of minority experiences in texts. Provides a clear and cohesive response to the question. ● Provides effective analysis of techniques used in the texts. Thoughtful selection of textual evidence. ● Effective control of structural elements of a comparative essay to present a clear argument. Mostly consistent use of appropriately formal register ● Effective use of language - with some minor issues in spelling, punctuation and other grammatical features. 	B 19-24
<ul style="list-style-type: none"> ● Sound exploration of minority experiences in texts. Provides clear response to the chosen question; may lack cohesion at times. ● Provides a sound analysis of techniques used in the texts. Provides specific textual evidence. ● Sound control of structural elements of a comparative essay to present an argument. Attempts to use an appropriately formal register. ● Sound use of language - increasing issues with language, maybe focused on one area e.g. spelling. 	C 13-18
<ul style="list-style-type: none"> ● Attempts to explore minority experiences in text/s. Attempts a response to the chosen question but lacks cohesion and clarity. ● Describes examples from the text/s with no attempt to analyse use of techniques. ● Basic control of structural elements of a comparative essay: argument may be unclear or incohesive. Register is occasionally appropriate for an essay. ● Basic use of language - increasing issues with language, maybe across more than one area e.g. spelling and punctuation. 	D 7-12
<ul style="list-style-type: none"> ● Limited reference to minority experiences in text/s. Limited effort to respond to the question. ● Refers to the text/s in general terms. ● Paragraphing is limited or non-existent. Register is inappropriate for an essay. ● Limited use of language across multiple areas e.g. spelling, grammar and punctuation, which dramatically impedes meaning. 	E 1-6

Essay Writing Cheat Sheet

Thesis/Introduction: Compose a thesis for my essay question.

Text 1:

Text 2:

Text Type:

Text Type:

Composer:

Composer:

Textual Evidence:

Example 1:

Textual Evidence:

Example 1:

Example 2:

Example 2:

Analysis Text 1: How does your evidence link back to your question?

Analysis Text 2: How does your evidence link back to your question?

Conclusion: How will you conclude your essay?