



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Advanced
Topic	Module B & C
Class Teachers	Ms Carrusca & Ms McKenzie
Head Teacher	Monica Peasley
Year	12
Date Given	Term 2 Week 8 - 17/6/24
Date Due	Term 3 Week 1 - 25/7/24, Periods 1 & 2- Yalmambirra Building
Weighting	30% (Module B: 15% Module C: 15%)

Assessment Outline

For this assessment, students are to be assessed on two modules, Module B (Section 1) and Module C (Section 2). The task will be completed in a 1hr 30min session. There are TWO sections to the task, as follows:

Section One | Module B | (15%) (20 marks)

Students will complete an extended response approximately 800- 1000 words to ONE of the following questions. ONE of these questions will be included in the paper on the day and students are to respond to the given question only:

“Motifs of alienation, isolation, and desolation are central to Eliot’s representation of, and response to, an increasingly nightmarish world.”

To what extent does this view align with your understanding of Eliot’s poetry?

OR

Evaluate how Eliot’s poetry reflects the unique aesthetic qualities that shape Modernist consciousness.

In your response, make detailed reference to at least TWO of Eliot’s poems set for study.

Prescribed Text: TS Eliot- Selected Poems

- * The Love Song of J Alfred Prufrock
- * Preludes
- * Rhapsody on a Windy Night
- * The Hollow Men
- * Journey of the Magi

Section Two | Module C | (15%) (20 marks)

Students will craft a composition and a reflection prompted by stimulus material. In response to a stimulus provided on the day, students must respond to the following:

- a) Imagine you are writing from the perspective of a minor character taken from ONE prescribed text relevant to any Module you have studied in your HSC course. **(10 marks)**

Write a discursive or imaginative piece that demonstrates how that minor character navigates conflicted thinking relating to one idea inspired by the stimulus.

- b) Explain how your study of the Craft of Writing has influenced the choices of language, structure and style in your response in part (a). **(10 marks)**

In your response, focus on the use of at least TWO significant literary features you have used to construct the representations in your composition.

Resources and Preparation:

Students will be provided the opportunity to submit **ONE** formal draft of **Section One** no later than one week before the due date of the assessment task.

Non-completion of Task:

The expectation is that you will sit this task in your English lesson on the due date. If you know you are going to be away on the day of the task, you must make alternative arrangements with the Head Teacher in advance. If you are suddenly away on the day of the task, you must contact the Head Teacher as soon as possible to begin the misadventure application process. Documentation will be required in both cases.

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

Plagiarism:

Plagiarism, the use of the work of others without acknowledgement, will incur serious penalties and may result in a zero award. Any cheating will also incur penalties as per NESAs All My Own Work policy.

Outcomes Assessed

Section One:

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Section Two:

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

Student:

Teacher:

Section One Marking Criteria: Module B

Criteria	Marks
<ul style="list-style-type: none">• Evaluates the statement skillfully in a manner that aligns with an understanding of the prescribed text• Demonstrates a well-informed understanding of context, language, form and ideas supported by well selected and detailed textual references• Composes a insightful argument using language appropriate to audience, purpose and form	17 - 20
<ul style="list-style-type: none">• Evaluates the statement effectively in a manner that aligns with an understanding of the prescribed text• Demonstrates an informed understanding of context, language, form and ideas supported by relevant and detailed textual references• Composes an thoughtful argument using language appropriate to audience, purpose and form	13 - 16
<ul style="list-style-type: none">• Evaluates the statement in a manner that aligns with a sound understanding of the prescribed text• Demonstrates an understanding of context, language, form and ideas supported by some relevant textual references• Composes adequate argument using language appropriate to audience, purpose and form	9 - 12
<ul style="list-style-type: none">• Attempts to explore the prescribed text with some reference to the question• Demonstrates simplistic understanding of context, language and form with limited textual references• Composes a limited response; may be brief and/ or reliant on describing texts and/or ideas	5 - 8
<ul style="list-style-type: none">• Attempts to explore aspects of their prescribed text in an elementary manner• Attempts to compose a response	1 - 4

Feedback:

Section Two Marking Criteria: Module C

PART A Marking Criteria	
<ul style="list-style-type: none"> ● Skilfully composes a highly engaging piece of writing that responds to the question with precision and purpose ● Crafts a cohesive composition that skilfully employs a wide range of sophisticated language forms and features to communicate meaning. ● Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form 	9-10
<ul style="list-style-type: none"> ● Effectively composes an engaging piece of writing that responds to the question with clarity and purpose ● Crafts a well-developed composition that effectively employs a range of effective language forms and features to communicate meaning. ● Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form 	7-8
<ul style="list-style-type: none"> ● Adequately composes a sound piece of writing that has some links with the question ● Creates a sound composition that employs a range of language forms and features to communicate meaning to varying degrees of effect. ● Demonstrates sound control of language and structure, possibly demonstrating some minor difficulties with expression 	5-6
<ul style="list-style-type: none"> ● Composes a piece of writing that responds to the question simply ● Attempts to create a composition that uses some language forms and features to varying degrees of effect. ● Writes with varying control of language, possibly demonstrating recurrent difficulties with expression 	3-4
<ul style="list-style-type: none"> ● Makes little to no attempt to respond to the question ● Makes little to no attempt to use language forms and features to create meaning. ● Demonstrates little control of language, possibly demonstrating significant, recurrent difficulties with expression 	1-2
<ul style="list-style-type: none"> ● Presents nothing of relevance to the task 	0

Feedback:

Section Two Marking Criteria: Module C

PART B Marking Criteria	Mark
<ul style="list-style-type: none"> ● Demonstrates insightful reflection on the critical and creative process, including their increasing confidence and sophisticated writing skills, and how this has developed their awareness of the craft of writing. ● Skillfully explains how a prescribed text and stimulus has influenced the creation of the piece of writing in part (a), using relevant textual references 	9-10
<ul style="list-style-type: none"> ● Demonstrates effective reflection on the critical and creative process, including their increasing confidence and effective writing skills, and how this has developed their awareness of the craft of writing. ● Effectively explains how a prescribed text and stimulus has influenced the creation of the piece of writing in part (a), using relevant textual references 	7-8
<ul style="list-style-type: none"> ● Demonstrates sound reflection on the critical and creative process, including their developing confidence and sound writing skills, and how this has developed their awareness of the craft of writing. ● Adequately explains how a prescribed text and stimulus has influenced the creation of the piece of writing in part (a), using textual references 	5-6
<ul style="list-style-type: none"> ● Demonstrates limited reflection on the critical and creative process, including limited confidence and writing skills, and how this has developed a limited awareness of the craft of writing. ● Refers generally to the prescribed text and stimulus; may rely on description 	3-4
<ul style="list-style-type: none"> ● Demonstrates basic reflection on the critical and creative process, including a lack of confidence and basic writing skills, and showing little awareness of the craft of writing. ● Minimal or no reference to a prescribed text and/ or stimulus 	1-2
<ul style="list-style-type: none"> ● Presents nothing of relevance to the task. 	0

Feedback: