



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Standard
Topic	Module A & C
Class Teachers	Livingstone, Forsyth & Peasley
Head Teacher	Monica Peasley
Year	12
Date Given	Term 2 Week 8 - 21/6/24
Date Due	Term 3 Week 1 - 25/7/24, Periods 1 & 2- Yalmambirra Building
Weighting	30% (Module A: 15% Module C: 15%)

Assessment Outline

For this assessment, students are to be assessed on two modules: Module A (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 A | (15%) (20 marks)

Students will complete an extended response of approximately 800- 1000 words to an unseen Module A question.

Prescribed Text: Ali Cobby Eckermann - Inside My Mother

- Trance
- Eyes
- Leaves
- Key
- Oombulgurri
- Unearth

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

Part A - 10 Marks

"In terms of the symbolism, I think if you do it right writing is a bit like dreaming." - Steven Knight

Students will craft a composition inspired by the prompt (imaginative, discursive or persuasive) that utilises a motif.

Part B - 10 marks

Explain how your study of Craft of Writing has developed your skills to create an effective motif. In your response, you must refer to at least ONE prescribed text and the stimulus.

Resources and Preparation:

Students will be provided the opportunity to receive feedback on completed Mod A essays throughout Term 2 as per the calendar and will receive feedback on all Mod C work completed in Week 10 Term 2.

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 NESA's All My Own Work policy.

Outcomes Assessed

Section One:

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

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

Section Two:

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

Student:

Teacher:

Section One Marking Criteria: Module A

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 an 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: