



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Common Module: Texts and Human Experiences
Class Teachers	P Mages, M Peasley, M Burfitt, K Hilton, M Lapich, L Macdonald
Head Teacher	P Mages
Year	12
Date Given	14 th November 2018
Date Due	7 th December 2018
Weighting	25% total

Assessment Outline

Part 1: Related Text choice and interview

You will find a related text that has conceptual links to your prescribed text. A week prior to the assessment task submission date, your teacher will conduct a short interview with you regarding your choice to ensure that you have chosen an appropriate text. Your understanding of this text will be assessed in the Viva Voce.

Part 2: Portfolio of texts (20%)

You will be required to submit a collection of texts related to the Human Experience.

- The first text should be a 500 word analytical piece responding to the following question.
How does your prescribed text (Billy Elliot) explore the impacts of human experience?
It is recommended that your structure this response as a mini – essay.
- The second text should be a 500 word personal reflection exploring what you have learned about human experiences through your study of the prescribed text for English Studies, *Billy Elliot*.

The portfolio of pieces will be submitted as a hard copy in the library on Friday of Week 8 (December 7) before 9:00am.

Part 3: Viva Voce (5%)

You will discuss your portfolio with Mrs. Mages and another marker. You will be required to respond to a random selection of talking points from the attached list. Be prepared to respond to all of the attached talking points to show your understanding and justify your choices.

You are to present to room 102 at the beginning of your scheduled period for your Viva Voce.

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.

The policies and procedures that are outlined on the HSC booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

ES 12 – 1 - comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES 12 – 2 - identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES 12 – 5 - develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES 12 – 6 - uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES 12 – 8 - understands and explains the relationships between texts

Marking Rubrics:

Part 1: Related Text choice and interview

	Satisfactory	Unsatisfactory
Text choice is contextually appropriate (length, depth, audience, content, text type)		
Text provides opportunities to explore aspects of human experience		
Text features identifiable techniques for analysis		

Part 2: Portfolio

Criteria- Analytical Piece	Mark
<ul style="list-style-type: none">Composes a well-structured and cohesive response.Demonstrates sophisticated textual knowledge with judicious evidence to support the discussion of a human experience in prescribed text.Exhibits outstanding control of language using Module-appropriate vocabulary.	A 9-10
<ul style="list-style-type: none">Composes a structured and fluent response.Demonstrates strong textual knowledge with relevant evidence to support the discussion of a human experience in prescribed text.Exhibits well developed control of language using Module-appropriate vocabulary.	B 7-8
<ul style="list-style-type: none">Composes an analytical response with some structural issues.Demonstrates adequate textual knowledge with evidence used to support the discussion of a human experience in prescribed text.Exhibits sound control of language.	C 5-6
<ul style="list-style-type: none">Composes an analytical response with significant structural issues.Demonstrates some textual knowledge with inaccurate, flawed, or limited evidence used to support the discussion of a human experience in prescribed text.Exhibits weak control of language.	D 3-4
<ul style="list-style-type: none">Attempts to compose a response to prescribed text.Demonstrates limited textual knowledge lacking evidence to support the discussion of a human experience in prescribed text.Significant issues with control of language, impeding meaning.	E 0-2

Criteria- Reflective Piece	Mark
<ul style="list-style-type: none">Makes sophisticated connections between the prescribed text and the students own understanding of the concept of human experience.Utilises judiciously selected textual evidence and references to support their reflection on learning and understanding.Displays sophisticated control of language.	A 9-10
<ul style="list-style-type: none">The reflection makes effective connections between the prescribed text and the students own understanding of the concept of human experience.Utilises appropriately selected textual evidence and references to support their reflection on learning and understanding.Displays strong control of language.	B 7-8
<ul style="list-style-type: none">The reflection makes connections between the prescribed text and the students own understanding of the concept of human experience.Utilises textual evidence and references to support their reflection on learning and understanding.Displays sound control of language.	C 5-6
<ul style="list-style-type: none">Attempts to explore human experience in the prescribed text.Refers to the prescribed text in an attempt to reflect on learning and understanding.Displays inconsistent control of language.	D 3-4
<ul style="list-style-type: none">Refers to human experiences in a limited manner.Limited control of language that impedes meaning	E 0-2

Part 3: Viva Voce

Criteria	5 Sophisticated	4 High	3 Sound	2 Limited	1 Basic	Comments
Delivery – Pace, volume, eye contact, clarity, gesture, confidence and fluency						
Textual Analysis – Related Text Explores concepts and features of the related text						
Reflection on Learning – Explores their own learning through the related text						
Conceptual Understanding – Understanding of the human experience (Related and Prescribed Texts)						
						Total: / 20

Viva Voce talking points:

Related text:

- Why is your related text valuable in exploring an aspect of the human experience?
- Identify the salient human experience explored in your related text.
- What new ideas about humanity does your related text ignite?
- What assumptions about humanity may be challenged by your related text?
- Ironies and paradoxes occur in our everyday lives. Explore one irony or paradox that is highlighted in your related text.
- Explore one thing that impedes/ hinders the protagonist during their experience.
- Explore one thing that helps/ aids the protagonist during their experience.
- What is the catalyst that propels the protagonist of your related text into their experience?
- How does the protagonist deal with their situation and what can we learn about human nature through this example?
- If you were the protagonist in your related text, how would you deal with their situation differently?
- Compare your related text to your prescribed text. What does it have in common, and what are their differences?