



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Standard English - Preliminary
Topic	Close Study of Text: Drama
Class Teacher	Peasley, McLennan, Lapich and Gilmour
Head Teacher	Macdonald
Year	11
Date Given	Week 5
Date Due	Representation: Monday 24/6 Viva Voce: Allocated appointment times throughout Week 9
Weighting	40%

Assessment Outline

Part 1 – Representation (20%)

You are to create a representation that, in your opinion, best explores the core concerns featured within your prescribed text. Your representation can take any medium – short film (max 5 mins), poetry, spoken word poem, artwork, short story (800-1000 words), model etc – but must creatively and critically use a variety of language forms and structural features to communicate the core concerns within your prescribed text. There will be no drafting and feedback process for the representation, however, you will be provided time to plan the representation in class and class teachers can assist during these lessons.

Part 2 – Viva Voce (20%)

The Viva Voce is an opportunity for you to present a clearly articulated reflection on the explore, analyse, create and reflect process. You will respond to two questions posed to you by a pair of teachers- one question from the Representation list, and another from the Prescribed Text list (see attached). Teachers may also ask additional clarifying questions during the presentation.

You will be expected to cover the following in your responses:

- a thorough explanation of the purpose, audience, context and form of your representation
- detailed exploration of the concept that you have explored and conveyed in your representation
- judicious use of textual references to explore the construction elements of the representation
- justification of your choices in relation to your representation and its core concepts
- an explanation of how the focus concept of your representation relates to your prescribed text and its concepts
- detailed textual references to your prescribed text

The Viva Voce will be approx. 10 minutes in length. You will be allocated a timeslot during week 9 for your Viva Voce. If you cannot make your allocated time, you will need to arrange a swap with someone else on the presentation timetable and notify Miss Peasley or Mrs Macdonald before the assessment due date.

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

Outcomes Assessed

Standard

- 11EN1 – A student responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
- 11EN2 – A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
- 11EN3 – A student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.
- 11EN4 – A student applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
- 11EN5 – A student thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.
- 11EN9 – A student reflects on, assesses and monitors their own learning and develops individual and collaborative processes to become an independent learner.

Marking Rubric

Part 1 – Representation

Criteria	Marks
<ul style="list-style-type: none"> Composes an insightful text that perceptively represents the core concerns explored in the prescribed text. Composes a sophisticated representation that utilises a range of language and structural features appropriate to purpose, audience and form. 	9 – 10
<ul style="list-style-type: none"> Composes an effective text that represents the core concerns explored in the prescribed text. Composes a well-developed representation that utilises a range of language and structural features appropriate to purpose, audience and form. 	7 - 8
<ul style="list-style-type: none"> Composes an adequate text that represents the core concerns explored in the prescribed text. Composes a sound representation that utilises language and structural features generally appropriate to purpose, audience and form. 	5 - 6
<ul style="list-style-type: none"> Attempts to compose a text that represents the core concerns explored in the prescribed text. Composes a limited representation with varied control of language suitable to purpose, audience and form. 	3 - 4
<ul style="list-style-type: none"> Non-serious attempt at composing a text. Composes a very limited representation with weak control of language suitable to audience, purpose and form. 	0 - 2

Comments:

Part 2 Viva Voce

A student:	Marks:
<ul style="list-style-type: none">• Provides a thorough explanation and justification of creative choices• Demonstrates insightful textual knowledge of the prescribed text• Utilises judicious textual evidence from the prescribed text• Demonstrates insightful textual knowledge of the student's own representation• Utilises judicious textual evidence from the students representation• Presents highly developed responses that express complex ideas with clarity and precision.	17 - 20
<ul style="list-style-type: none">• Provides a detailed explanation and justification of creative choices• Demonstrates thorough textual knowledge of the prescribed text• Utilises well selected textual evidence from the prescribed text• Demonstrates thorough textual knowledge of the student's own representation• Utilises well selected textual evidence from the students representation• Presents well-developed responses that express complex ideas with clarity.	13 - 16
<ul style="list-style-type: none">• Provides some explanation and justification of creative choices• Demonstrates sound textual knowledge of the prescribed text• Utilises adequate textual evidence from the prescribed text• Demonstrates sound textual knowledge of the student's own representation• Utilises adequate textual evidence from the students representation• Presents responses that express complex ideas.	9 - 12
<ul style="list-style-type: none">• Provides a basic explanation and justification of creative choices• Describes elements of the prescribed text and representation• Attempts to use textual evidence• Presents responses that demonstrate a superficial understanding of ideas.	5 - 8
<ul style="list-style-type: none">• Attempts to explore the prescribed text and/ or the representation• Presents underdeveloped responses.	1 - 4

Viva Voce Questions

Representation:

- Justify your chosen form.
- What is the core concern of your representation and what is its significance?
- What is one structural choice you made in the crafting of your piece and why did you make this choice?
- How have you used language devices to communicate a core concern within your representation?
- Describe the intended tone of your piece and how you achieved it.
- Highlight a strength of your piece and why you believe this is.
- Highlight a weakness within your piece and explain why it is so.
- Compare your representation to your prescribed text. Outline its similarities and differences.

Prescribed Text:

- Provide a detailed explanation of the medium of your prescribed text.
- What do you believe is the core concern of your prescribed text and what is its significance?
- What are some of the challenges Mulvaney may have faced in adapted the novel for the stage?
- How do the core concerns of the prescribed text transfer to contemporary audiences?
- How does the composer use language devices to communicate a core concern within their text?