



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Module A: Language, Identity and Culture
Class Teachers	M Peasley, M Burfitt, K Hilton
Head Teacher	L Macdonald
Year	12
Date Given	Week 9, Term 1 2019
Date Due	Thursday 9 th May 2019 – Week 2, Term 2
Weighting	30% total (15% for Module A, 15% for Craft of Writing)

Assessment Outline

Part 1: Narrative

You are to compose a narrative inspired by a Lawson story or his entire suite. Your piece must convey ideas about Culture and/or Identity.

Word count: no more than 1000 words

Part 2: Reflective Essay

How have the composers of the texts used language features to convey ideas about Identity and/or Culture?

In your response refer to ONE text from Lawson's suite and to the text you have written.

You must analyse how Lawson uses language features to convey ideas about Identity and/or Culture in his texts and how you have used language features in the narrative from Part 1 to convey ideas about Identity and/or Culture.

Word count: 1200 words

Drafting

Drafts must be given to your classroom teacher **no later** than Thursday Week 1, Term 2. Classroom teachers will only look at **ONE** draft response as per the English Faculty Drafting Policy.

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

EN12-1 - Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-5 - Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.

EN12-6 - Investigates and explains the relationships between texts.

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

EN12-9 - Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Marking Rubrics:

Criteria- Analytical Piece	Grade and Mark
<ul style="list-style-type: none">• Composes a well-structured and cohesive response.• Composes a sophisticated conceptual thesis based on Identity and/or Culture.• Demonstrates sophisticated textual knowledge with judicious evidence to support the analysis of Identity and/or culture in prescribed text.• Demonstrates sophisticated textual knowledge with judicious evidence to support the analysis of Identity and/or culture in student text.• Exhibits outstanding control of language using Module-appropriate vocabulary.	A 17-20
<ul style="list-style-type: none">• Composes a structured and fluent response.• Composes an effective conceptual thesis based on Identity and/or Culture.• Demonstrates strong textual knowledge with relevant evidence to support the analysis of Identity and/or culture in prescribed text.• Demonstrates strong textual knowledge with relevant evidence to support the analysis of Identity and/or culture in student text.• Exhibits well developed control of language using Module-appropriate vocabulary.	B 13-16
<ul style="list-style-type: none">• Composes an adequate response• Composes a sound conceptual thesis based on Identity and/or Culture.• Demonstrates adequate textual knowledge with evidence used to support the discussion of Identity and/or culture in prescribed text.• Demonstrates adequate textual knowledge with evidence used to support the discussion of Identity and/or culture in student text.• Exhibits sound control of language.	C 9-12
<ul style="list-style-type: none">• Composes a response with significant structural issues.• Attempts to incorporate conceptual ideas based on Identity and/or Culture.• Demonstrates some textual knowledge with inaccurate, flawed, or limited evidence used to support the discussion of Identity and/or Culture in prescribed text.• Demonstrates some textual knowledge with inaccurate, flawed, or limited evidence used to support the discussion of Identity and/or Culture in student text.• Exhibits weak control of language.	D 5-8
<ul style="list-style-type: none">• Attempts to compose a response to prescribed text.• Elementary conceptual knowledge.• Demonstrates limited textual knowledge lacking evidence to support the discussion of Identity and or Culture in prescribed text OR student text..• Significant issues with control of language, impeding meaning.	E 0-4