



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English Studies
<b>Topic</b>	Common Module: Texts and Human Experiences
<b>Class Teachers</b>	T Boyle and M Velk
<b>Head Teacher</b>	L Macdonald
<b>Year</b>	12
<b>Date Given</b>	8 <sup>th</sup> November
<b>Date Due</b>	Essay: 2 <sup>nd</sup> December Viva Voce: Allocated time Week 8 or Monday of Week 9
<b>Weighting</b>	20% total – 10% Essay 10% Viva Voce

### Assessment Outline

#### **Part 1:**

You are to compose an extended analytical response to the following question:

*How has the composer of your prescribed text explored the role motivations play in significant human experiences?*

Word count: 800-1000 words.

Draft responses are due to your English teacher a week prior to submission as per the English Faculty Drafting Policy. The essay will be submitted as a hard copy in the library on Monday the 2<sup>nd</sup> of December (Week 8) before 9:00am.

#### **Part 2: Viva Voce**

You will discuss your ideas about the Common Module, your prescribed text and **one other text of your choosing** with Mrs Macdonald and another marker. You will be required to respond to a random selection of talking points from the attached list- one from each cluster. 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 105 at your allocated time 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

ES12-1 – 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

ES12-2 – 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

ES12-5 – 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

ES12-6 – Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-8 – Understands and explains the relationships between texts

### Marking Rubrics:

#### **Part 1:** Prescribed Text Essay

<b>Criteria- Analytical Piece</b>	<b>Grade and Mark</b>
<ul style="list-style-type: none"><li>• Composes a well-structured and cohesive response.</li><li>• Exhibits outstanding understanding of the module through insightful position on the role of motivation in human experiences.</li><li>• Demonstrates sophisticated textual knowledge with judicious evidence to support the discussion of a human experience in prescribed text.</li><li>• Exhibits outstanding control of language using Module-appropriate vocabulary.</li></ul>	<b>A</b> <b>17-20</b>
<ul style="list-style-type: none"><li>• Composes a structured and fluent response.</li><li>• Exhibits strong understanding of the module through clear and logical position on the role of motivation in human experiences.</li><li>• Demonstrates strong textual knowledge with relevant evidence to support the discussion of a human experience in prescribed text.</li><li>• Exhibits well developed control of language using Module-appropriate vocabulary.</li></ul>	<b>B</b> <b>13-16</b>
<ul style="list-style-type: none"><li>• Composes an analytical response with some structural issues.</li><li>• Exhibits sound understanding of the module through discussion of the role of motivation in human experiences.</li><li>• Demonstrates adequate textual knowledge with evidence used to support the discussion of a human experience in prescribed text.</li><li>• Exhibits sound control of language.</li></ul>	<b>C</b> <b>9-12</b>
<ul style="list-style-type: none"><li>• Composes an analytical response with significant structural issues.</li><li>• Exhibits basic understanding of the module through discussion of human experiences.</li><li>• Demonstrates some textual knowledge with inaccurate, flawed, or limited evidence used to support the discussion of a human experience in prescribed text.</li><li>• Exhibits weak control of language.</li></ul>	<b>D</b> <b>5-8</b>
<ul style="list-style-type: none"><li>• Attempts to compose a response to prescribed text.</li><li>• Exhibits underdeveloped understanding of the module.</li><li>• Demonstrates limited textual knowledge lacking evidence to support the discussion of a human experience in prescribed text.</li><li>• Significant issues with control of language, impeding meaning.</li></ul>	<b>E</b> <b>0-4</b>

## Part 2: Viva Voce

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

Studies Viva Voce talking points:

Before you are asked a question from Clusters 1 and 2, you will be asked to provide an overview of your Related Text to the markers

### Cluster 1- Prescribed Text

- Why is your prescribed text valuable in exploring an aspect of the human experience?
- What assumptions about humanity may be challenged by your prescribed text?
- How does a character in your prescribed text represent a human emotion, motivation, behaviour or quality?

### Cluster 2 - Related text

- Why is your related text valuable in exploring an aspect of the human experience?
- What assumptions about humanity may be challenged by your related text?
- Compare your related text to your prescribed text. What does it have in common, and what are their differences?