



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Endurance and Resilience
<b>Class Teacher</b>	
<b>Head Teacher</b>	Lucinda MacDonald
<b>Year</b>	7
<b>Date Given</b>	06/06/2019
<b>Date Due</b>	20/06/2019
<b>Weighting</b>	25%

### Assessment Outline

Students are to complete an analytical essay in response to the following question:

**How has the composer of your chosen text explored ideas about endurance and resilience?**

In your response, you must make detailed reference to at least one text you have studied in class.

This is an in-class task in which students will be able to use a pre-prepared cheat sheet.

### 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 classes.

### 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 ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### Outcomes Assessed

EN4-1A: responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-3B: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-6C: identifies and explains connections between and among texts

EN4-8D: identifies, considers and appreciates cultural expression in texts

**Marking Rubric:**

<b>Criteria</b>	<b>Outstanding</b>	<b>Well Developed</b>	<b>Sound</b>	<b>Developing</b>	<b>Limited</b>
<b>Demonstrates knowledge and understanding of ideas regarding endurance and resilience.</b>	Demonstrates outstanding knowledge and understanding of how composers represent ideas of endurance and resilience through detailed textual references.	Demonstrates well-developed knowledge and understanding of how composers represent ideas of endurance and resilience through close textual references.	Demonstrates sound knowledge and understanding of how composers represent ideas of endurance and resilience through some textual references.	Demonstrates a basic knowledge and understanding of how composers represent ideas of endurance and resilience little or no textual references.	Demonstrates a limited knowledge and understanding of how composers represent ideas of endurance and resilience little or no textual references.
<b>Demonstrates knowledge and understanding of how language forms and features impact upon the representation created.</b>	Demonstrates an outstanding knowledge and understanding of how the composers' language choices impact upon the ideas explored through detailed textual references.	Demonstrates a well-developed knowledge and understanding of how the composers' language choices impact upon the ideas explored through close textual references.	Demonstrates sound knowledge and understanding of how the composers' language choices impact upon the ideas explored through some textual references.	Demonstrates a basic knowledge and understanding of how language forms and features impact upon the ideas explored. There may be little or no textual references.	Demonstrates a limited knowledge and understanding of how language forms and features impact upon the ideas explored. There may be little or no textual references.
<b>Demonstrates an ability to compose a sustained essay response.</b>	Composes a sustained essay response that demonstrates use of features such as sophisticated introduction, sustained use of topic sentences and sophisticated conclusion.	Composes a sustained essay response that demonstrates use of features such as well-developed introduction, strong use of topic sentences and well-developed conclusion.	Composes a sound essay response that demonstrates use of features such as an introduction, good use of topic sentences and a conclusion.	Composes a basic essay response that demonstrates use of features such as an introduction, main body paragraphs and a conclusion.	Composes a basic essay response that may or may not demonstrate use of features such as an introduction, main body paragraphs and a conclusion.
<b>Control of language – spelling, tense, punctuation, grammar, varied use of sentences.</b>	Sophisticated language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and/or other grammatical features.	Sound language use – some minor issues in spelling, punctuation and other grammatical features – this may be in one area more than others.	Variable use of language language– increasing issues with language, may be focused on one or more areas – eg spelling and punctuation.	Inconsistent use of language, across multiple areas which dramatically impedes meaning.

