



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Historical Fiction
Class Teacher	Peasley, Ward, McLennan, Towers, Burfitt, Gilmour, Velk
Head Teacher	Lucinda MacDonald
Year	7
Date Given	23/08/2019
Date Due	19/09/2019
Weighting	25%

Assessment Outline

Assessment Outline:

Students are to compose a personal letter from the point of one of the characters from the novel they have studied in class.

- This is an in-class task.
- You will be given time in class to draft and revise your task.
- This may be a single letter, or a series of short letters.
- Each task is to be no longer than 3 pages.
- You will be assessed on your ability to follow the conventions of a personal letter, as well as reveal the thoughts and motivations of your character.

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

EN4-2A: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-4B: makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-7D: demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-9E: uses, reflects on and assesses their individual and collaborative skills for learning

Marking Rubric:

Criteria	Outstanding	Developed	Sound	Developing	Limited
Creates an engaging and informative letter.	Highly imaginative, engaging, and original content.	Strong imaginative and interesting content.	Pedestrian, sound ideas.	Under-developed demonstration of content.	Limited demonstration of content.
Demonstrates knowledge of their text and its context.	Demonstrates a sophisticated knowledge of the text and context.	Reveals a strong knowledge of both the text and context.	Sound knowledge of text or context, or strong knowledge of one.	Under-developed knowledge of text and context.	Limited knowledge of text and content.
Composes a well-structured response with the features and conventions of a letter.	Sophisticated and cohesive letter structure. Consistent and considered paragraphing.	Well-developed and mostly cohesive letter structure. Occasional inconsistencies in paragraphing.	Sound use of letter structure. Increasing inconsistencies in paragraphing.	Variable use of letter structure. Inconsistencies in paragraphing impede meaning.	Limited to no use of letter structure. No evidence of paragraphing.
Maintains control of language – spelling, tense, point of view, punctuation.	Sophisticated language use – consistent grammatical features. A diverse range of sentences.	Well-developed language use – minor mechanical issues. A range of sentences used.	Sound use of language. Increasing issues in one area. Evidence of different sentence types.	Variable language use – begins to impede meaning. Mainly simple and compound sentences.	Inconsistent use of language which dramatically impedes meaning.
Utilises a range of textual features, where appropriate, to suit the purpose of the letter. Examples include voice, perspective, jargon, metaphors, similes, imagery, and personification.	A sophisticated range of appropriate language features that add depth and authenticity to the letter.	A strong range of language features that add depth and authenticity to the letter.	A sound range of language features that add interest or help create a more engaging letter.	Variable use of comprehensible or relevant language features.	Limited to no use of language features.
