



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Challenge and Adversity
<b>Class Teacher</b>	Miss Lapich, Mr Jones, Mrs McLennan, Mr Gilmour, Mr Burfitt, Miss Ward, Miss Peasley
<b>Head Teacher</b>	Mrs Macdonald
<b>Year</b>	9
<b>Date Given</b>	Week 5
<b>Date Due</b>	Week 8 Tuesday 18 <sup>th</sup> June
<b>Weighting</b>	25%

### Assessment Outline

This term you have been exploring challenge and adversity.

You are to compose a feature article that demonstrates your understanding of challenge and adversity by focusing on an individual's personal experience or the experience of a specific group.

You may not use any people or groups studied in class. If you are unsure, seek your teachers' advice.

Your feature article must be 600 – 800 words long and include:

- Appropriate form and structure
- Images and correct layout
- Detailed research
- Quotes from the person/group
- Your personal voice

### 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

- **EN5-2A** – Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
- **EN5-4B** – Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
- **EN5-6C** – Investigates the relationships between and among texts.
- **EN5-7D** – Understands and evaluates the diverse ways texts can represent personal and public worlds.

	<b>A Outstanding</b>	<b>B Well Developed</b>	<b>C Sound</b>	<b>D Developing</b>	<b>E Limited</b>
<b>Demonstrates ability to compose a sustained feature article with effective form and structure.</b>	Composes a sustained feature article that demonstrates sophisticated form and structure.	Composes a well-developed feature article that demonstrates effective form and structure.	Composes a sound feature article that demonstrates some form and structure.	Composes a basic feature article that may demonstrate some form and structure but lacks in areas.	Composes a limited feature article that may or may not demonstrate any form and structure.
<b>Demonstrates knowledge of the person or group with well researched references.</b>	Demonstrates outstanding knowledge of the person/group through detailed and strongly researched references.	Demonstrates well developed knowledge of the person/group through detailed and well researched references.	Demonstrates sound knowledge of the person/group through some researched references.	Demonstrates a basic knowledge of the person/group with little researched references.	Demonstrates a limited knowledge of the person/group with little or no researched references.
<b>Demonstrates a clear perspective on experiences of challenge and adversity.</b>	Demonstrates an original perspective on experiences of challenge and adversity.	Demonstrates a clear perspective on experiences of challenge and adversity.	Demonstrates some perspective on challenge and adversity.	Attempts to demonstrate a perspective on challenge and adversity.	Little to no perspective on challenge and adversity.
<b>Effectively utilises the aesthetic elements of a feature article – heading, images, visual layout etc.</b>	Outstanding visual layout and use of aesthetic elements.	Well-developed visual layout and use of aesthetic elements.	Sound visual layout and use of aesthetic elements.	Basic visual layout and use of aesthetic elements.	Limited visual layout and use of aesthetic elements.
<b>Control of language – spelling, tense, punctuation, grammar, use of compound and complex sentences.</b>	Sophisticated language – 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 – 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.