



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Minority Experience
Head Teacher	L Macdonald
Year	Year 10
Date Given	Week 6
Date Due	Monday Week 10 - 30 th March
Weighting	25%

Assessment Outline

In **pairs**, you are to create a resource booklet for Year 10 2021, that will be used at schools across NSW. The booklet will be used for the module "Minority Experience".

You need to find FIVE texts (a range of different text types) that explore an aspect of or idea about Minority Experiences. You cannot use a text we have studied in class.

Part A Resource Booklet (10 marks)

Your booklet must include:

- 1) Front cover with a visual
- 2) Contents page with title, composer and text type
- 3) The five texts
- 4) A correctly referenced bibliography

Part B Class Presentation (5 marks)

Pairs are to present their resource to their class in an engaging way, explaining each text choice.

Part C Written Rationale (10 marks)

During a lesson you will **individually** write a rationale for the texts selected collaboratively and what they show about Minority Experiences.

The question will be:

What texts did you select and how do they explore specific ideas about Minority Experiences? Refer in detail to at least three of the texts in your booklet.

In your response you should:

- Give an overview of the texts.
- Explain why you chose the texts.
- Identify key ideas about minority experiences that are represented in this range of texts.

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.

Marking criteria – Collaborative Mark

Booklet /10

Criteria	Outstanding	Developed	Sound	Developing	Limited
Front Cover, Index and Bibliography Booklet includes these elements	Visually appealing front cover, clear index page with text and details included and correctly referenced bibliography	Clear front cover with a visual, index page with details included and correctly referenced bibliography	Front cover with a visual, index page and attempts at bibliography	Missing cover OR index OR bibliography	Some attempt at cover
Text choice Five different text types, that have not been studied in class.	A range of five different text types that create a cohesive and insightful resource. All original choices.	A range of five different text types that create a cohesive resource. All original choices.	Five text types and all original choices.	Five texts, may be some of the same text type	Limited attempt at selecting texts.

Presentation /5

Criteria	Outstanding	Developed	Sound	Developing	Limited
Speaking Presents booklet clearly while making appropriate use of volume, pace, articulation, pauses, body language and facial expression to share booklet and ideas that connect the texts.	Speaks clearly and confidently in a manner that engages the audience.	Speaks clearly in a manner that is moderately engaging to the audience.	Speaks in a moderately engaging manner with one aspect of delivery lacking.	Speaks in a manner that lacks in one or more aspects of delivery beginning to impact engagement.	Speaks in a manner that lacks in a number of aspects of delivery that significantly impacts engagement.

Name:

Rationale /10 (marked individually)

Criteria	Outstanding	Developed	Sound	Developing	Limited
<p>Conceptual understanding Demonstrates knowledge of the minority experience and issues that have affected minorities, while demonstrating why they chose the selected texts.</p>	<p>Sophisticated exploration of the minority experience in at least 3 texts.</p> <p>A deep and detailed explanation to why they selected these texts.</p>	<p>Effective exploration of the minority experience in at least 3 texts.</p> <p>A well-developed explanation to why they selected these texts.</p>	<p>An adequate attempt to explore the concept of the minority experience in at least 2 texts.</p> <p>A sound explanation to why they selected these texts.</p>	<p>Attempts to explore the concept of the minority experience that is not entirely accurate or is very brief.</p> <p>Attempts to explain to why they selected these texts.</p>	<p>An inaccurate exploration of the minority experience.</p> <p>An inaccurate or brief listing of texts.</p>
<p>Control of language Uses correct spelling, tense, point of view, punctuation, and compound and complex sentences, to communicate ideas about the minority experience</p>	<p>Sophisticated language use – consistent spelling, punctuation and other grammatical features.</p> <p>A diverse range of simple, compound and complex sentences to enhance meaning and control pace.</p>	<p>Well-developed language use – some minor issues spelling, punctuation and other grammatical features.</p> <p>A range of simple, compound and complex sentences to enhance meaning and control pace.</p>	<p>Sound use of language – increasing issues with language, maybe focused on one area – eg spelling.</p> <p>Mostly simple sentences. Some evidence of compound and complex sentences to enhance meaning.</p>	<p>Variable use of language – increasing issues with language, maybe focused on one or more areas – eg spelling and punctuation</p> <p>Mainly simple and some compound sentences</p>	<p>Inconsistent use of language, across multiple areas which dramatically impedes meaning.</p> <p>Limited ability to control sentence structure.</p>