



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Advanced English
<b>Topic</b>	Module A: Textual Conversations
<b>Class Teachers</b>	L Macdonald and D Jones
<b>Head Teacher</b>	L Macdonald
<b>Year</b>	12
<b>Date Given</b>	Week 8, Term 1 2020
<b>Date Due</b>	Friday May 8th 2020 – Week 2, Term 2 2020
<b>Weighting</b>	30% total (15% for Module A, 15% for Craft of Writing)

### Assessment Outline

#### **Part 1: Module A – Critical Essay (Take home component)**

Critically evaluate how your exploration of Module A: Textual Conversations has developed your personal understanding, appreciation or enjoyment of significant intertextual relationships in modern literature.

In your response, utilise detailed analysis of your prescribed texts, *Ariel* by Sylvia Plath, and *Birthday Letters* by Ted Hughes.

1000 – 1200 words. Size 12 font.

#### **Part 2: Module C- Creative Composition (In Class completion)**

"My silence seems to confirm every accusation and fantasy," he once wrote. With Promethean stoicism, he held his ground. "I preferred [silence], on the whole, to allowing myself to be dragged out into the bullring and teased and pricked and goaded into vomiting up every detail of my life with Sylvia." – Ted Hughes

- a) Use the above statement by Ted Hughes as stimulus for a piece of imaginative, discursive or persuasive writing that engages the reader to consider differing perspectives on an issue.

**Note you will be required to construct a reflection for the Module C composition (Part 2 - a) in class and you will be provided with feedback to support your progress and development, however, the reflection will not contribute to your assessment results.**

**The reflection question is below (Part 2 – b):**

- b) Compare how language choices are used to explore differing perspectives in your creative composition (Part 2 – a) and in one of your prescribed texts.

### **Drafting and submission**

A draft **essay** must be given to your classroom teacher **no later** than Friday of Week 1, Term 2. Classroom teachers will only look at **ONE** draft **essay** response as per the English Faculty Drafting Policy.

No drafts will be accepted for the creative part of this Assessment Task.

Final submission of the task will be in room 127 on the morning of Friday May 8<sup>th</sup>, from 8:30am until 9:00am. Students will sign the register once task is submitted, therefore, a coversheet is not necessary.

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

Outcomes Assessed:	
EA12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	investigates and evaluates the relationships between texts
EA12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

**Marking Rubrics:**

<b>Essay Marking Criteria</b>	<b>Grade and Mark</b>
<ul style="list-style-type: none"><li>• Demonstrates skilful engagement with the question to discuss how composers are influenced by another text's concepts and values</li><li>• Evaluates skilfully the relationship between texts and contexts using detailed textual references from the prescribed texts as appropriate to the question</li><li>• Demonstrates skilfully how the module has shaped the student's own understanding, appreciation or enjoyment of literature with an insightful thesis and purposeful personal voice.</li><li>• Composes a perceptive, sustained response using language appropriate to audience, purpose and form</li></ul>	<b>A 17-20</b>
<ul style="list-style-type: none"><li>• Demonstrates effective engagement with the question to discuss how composers are influenced by another text's concepts and values</li><li>• Evaluates effectively the relationship between texts and contexts using detailed textual references from the prescribed texts as appropriate to the question</li><li>• Demonstrates how the module has shaped the student's own understanding, appreciation or enjoyment of literature with an effective thesis and strong personal voice.</li><li>• language appropriate to audience, purpose and form</li></ul>	<b>B 13-16</b>
<ul style="list-style-type: none"><li>• Demonstrates adequate engagement with the question to discuss how composers are influenced by another text's concepts and values</li><li>• Explains adequately the relationship between texts and contexts using some relevant textual references from the prescribed texts as appropriate to the question</li><li>• Demonstrates how the module has shaped the student's own understanding, appreciation or enjoyment of literature with a thesis and personal voice.</li><li>• Composes a sound response using language appropriate to audience, purpose and form</li></ul>	<b>C 9-12</b>
<ul style="list-style-type: none"><li>• Responds to some aspects of the question</li><li>• Demonstrates some understanding of the relationship between texts and contexts.</li><li>• May or may not attempt to use a thesis</li><li>• Composes a limited response</li></ul>	<b>D 5-8</b>
<ul style="list-style-type: none"><li>• Attempts to respond to the question</li><li>• Attempts to describe aspects of texts and contexts</li><li>• Attempts to compose a response to the question</li></ul>	<b>E 0-4</b>

<b>Module C: Creative Composition</b>		<b>Marks</b>
<ul style="list-style-type: none"> <li>• Composes a highly engaging piece of writing that skilfully uses the stimulus</li> <li>• Crafts language skilfully to engage the reader to consider differing perspectives on an issue</li> <li>• Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	9 - 10	
<ul style="list-style-type: none"> <li>• Composes an engaging piece of writing that effectively uses the stimulus</li> <li>• Crafts language effectively to engage the reader to consider differing perspectives on an issue</li> <li>• Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	7 - 8	
<ul style="list-style-type: none"> <li>• Composes a piece of writing that adequately uses the stimulus</li> <li>• Uses language competently to engage the reader to consider differing perspectives on an issue</li> <li>• Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	5 - 6	
<ul style="list-style-type: none"> <li>• Composes a piece of writing that attempts to respond to the question</li> <li>• Demonstrates variable control of language</li> </ul>	3 - 4	
<ul style="list-style-type: none"> <li>• Attempts to compose a piece of writing with some relevance to the question</li> </ul>	1 - 2	

<b>Module C: Reflection</b>		<b>Marks</b>
Note: Feedback will be provided to support your knowledge, understanding and development of skills but marks will not contribute to your assessment results.		
<ul style="list-style-type: none"> <li>• Provides a comprehensive explanation of how language is crafted to engage the reader to consider differing perspectives on an issue in their piece of writing for part (a)</li> <li>• Provides a comprehensive comparison of at least ONE of the prescribed texts and their response to part (a)</li> <li>• Demonstrates skilful control of language</li> </ul>	9 - 10	
<ul style="list-style-type: none"> <li>• Provides a considered explanation of how language is crafted to engage the reader to consider differing perspectives on an issue in their piece of writing for part (a)</li> <li>• Provides a considered comparison of at least ONE of the prescribed texts and their response to part (a)</li> <li>• Demonstrates effective control of language</li> </ul>	7 - 8	
<ul style="list-style-type: none"> <li>• Provides an explanation of how language is used to engage the reader to consider differing perspectives on an issue in their piece of writing for part (a)</li> <li>• Provides a sound comparison of at least ONE of the prescribed texts and their response to part (a)</li> <li>• Demonstrates sound control of language</li> </ul>	5 - 6	
<ul style="list-style-type: none"> <li>• Describes how some language features are used to create perspectives in their piece of writing</li> <li>• Attempts to compare some aspects of at least ONE of the prescribed texts from Module C and their response to part (a)</li> <li>• Demonstrates limited control of language</li> </ul>	3 - 4	
<ul style="list-style-type: none"> <li>• Provides some relevant information about their writing in part (a) and/or ONE of the prescribed texts</li> </ul>	1 - 2	