



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Module A: Language, Identity and Culture
Class Teachers	A McLennan, M Lapich, M Gilmour, M Peasley
Head Teacher	L Macdonald
Year	12
Date Given	Week 9, Term 1 2020
Date Due	Friday May 8 th 2019 – Week 2, Term 2 2020
Weighting	30% total (15% for Module A, 15% for Craft of Writing)

Assessment Outline

Part 1: Module A Reflective Essay (take home component)

Create an essay response to the following question.

How has Ali Cobby Eckermann's use of figurative language in her poetry revealed, challenged or disrupted your assumptions about Australian culture?

In your response, refer to TWO of the prescribed poems. Word limit: 1000-1200 words. Size 12 font.

Part 2: Module C Imaginative Piece and Reflection (in class completion during the double period on the due date)

- a) In response to a question about her minimal use of punctuation, Ali Cobby Eckermann says “*I think there's a little rebel that still remains inside of me.*”

Draw on the skills you have developed in the study of Module C, and Eckermann's poetry, to craft the opening to an imaginative piece that breaks the traditional rules of writing. This could be in the form of punctuation, grammar, point of view, sentence structure, paragraphing, layout, character or concept. It should be no more than one page in length.

- b) Note: you will be required to construct a reflection for the Module C composition 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.

Following the completion of your imaginative piece, you will be required to compose a reflective piece that explores how your study of a mentor text has enabled you to rebel through language.

Drafting and submission

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

Final submission of the task will be in room 127 on the morning of Tuesday May 8th, 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

EN12-1 - Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-5 - Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.

EN12-6 - Investigates and explains the relationships between texts.

EN12-8 - Explains and assesses cultural assumptions in texts and their effects on meaning.

EN12-9 - Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Marking Rubrics:

Criteria- Reflective Essay	Grade and Mark
<ul style="list-style-type: none">• Composes a well-structured and cohesive response.• Argues a sophisticated and integrated conceptual thesis based on Language, Identity and Culture.• Reflects insightfully, through sustained use of personal voice, on individual assumptions and explores the power of texts to reveal, challenge, or disrupt these.• Demonstrates sophisticated textual knowledge with judicious evidence to support the analysis of prescribed text.• Exhibits outstanding control of language using Module-appropriate vocabulary.	A 17-20
<ul style="list-style-type: none">• Composes a structured and fluent response.• Argues an effective conceptual thesis based on Language, Identity and Culture.• Reflects clearly, through use of some personal voice, on assumptions and the power of texts to reveal, challenge, or disrupt these.• Demonstrates strong textual knowledge with relevant evidence to support the analysis of prescribed text.• Exhibits well developed control of language using Module-appropriate vocabulary.	B 13-16
<ul style="list-style-type: none">• Composes an adequate response• Argues a sound conceptual thesis based on Language, Identity and Culture.• Reflects on assumptions and the power of texts to reveal, challenge, or disrupt these, with minimal personal voice.• Demonstrates adequate textual knowledge with evidence used to support the discussion of Identity and Culture in prescribed text.• Exhibits sound control of language.	C 9-12
<ul style="list-style-type: none">• Composes a response with significant structural issues.• Attempts to incorporate conceptual ideas based on Language, Identity and Culture.• No evidence of personal voice in discussion of assumptions made by responders.• Demonstrates some textual knowledge with inaccurate, flawed, or limited evidence used to support the discussion of Language Identity and Culture in prescribed text.• Exhibits weak control of language.	D 5-8
<ul style="list-style-type: none">• Attempts to compose a response to prescribed text.• Elementary conceptual knowledge.• Demonstrates limited textual knowledge lacking evidence to support the discussion of Language, Identity and Culture.• Significant issues with control of language, impeding meaning.	E 0-4

Criteria – Imaginative Writing	Grade and Mark
<ul style="list-style-type: none"> • Effectively crafts an original and engaging opening to a piece of imaginative writing • Purposefully experiments with language devices or stylistic features in a sophisticated manner • Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form 	A 9-10
<ul style="list-style-type: none"> • Crafts an interesting and clear opening to a piece of imaginative writing • Purposefully experiments with language devices or stylistic features for effect • Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form 	B 7-8
<ul style="list-style-type: none"> • Crafts an adequate opening to a piece of imaginative writing • Experiments with language devices or stylistic features with some success • Demonstrates some control of language and structure appropriate to audience, purpose, context and selected form 	C 5-6
<ul style="list-style-type: none"> • Attempts to craft a piece of imaginative writing • Limited attempts to use language devices or stylistic features for effect • Increasing issues with control of language and structure appropriate to audience, purpose, context and selected form 	D 3-4
<ul style="list-style-type: none"> • Attempts a response to the question or limited length or relevance • No attempt at language devices or stylistic features for effect • Significant issues with control of language and structure appropriate to audience, purpose, context and selected form 	E 0-2