



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Standard
Topic	Module B: Close Study of Literature
Class Teachers	A McLennan, M Lapich, M Peasley, M Gilmour
Head Teacher	L Macdonald
Year	12
Date Given	26/6/20 Friday Week 9 Term 2
Date Due	28/7/20 Tuesday Week 2 Term 3
Weighting	20%

Assessment Outline

Students are to compose an essay response to the following:

"Exceptional by any standards... both funny and deeply moving. When we look at the world through Christopher's eyes... we see it more clearly and understand ourselves better." - Sydney Morning Herald.

Explore how effective Haddon's novel is in educating responders of the ways neurodiverse people see the world with reference to the above quote.

Word count: 1200 words.

Drafting

Drafts must be given to your classroom teacher **no later** than 21/7/20 (Tuesday Week 1, Term 3). Classroom teachers will only look at **ONE** draft response as per the English Faculty Drafting Policy.

Final Submissions

Submission of this task must be in digital form, either on a USB or emailed to the class teacher by 3:00pm on the due date.

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 cases.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement, will incur serious penalties and may result in a 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 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

EN12-2 - uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 - analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 - adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-7 - explains and evaluates the diverse ways texts can represent personal and public worlds

Marking Rubric:

Criteria	Grade and Mark
<ul style="list-style-type: none">• Composes a well-structured and cohesive response.• Argues an insightful thesis based on the impact of the text on responders• Demonstrates sophisticated textual knowledge with judicious evidence.• 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 thesis based on the impact of the text on responders• Demonstrates strong textual knowledge with relevant evidence.• Exhibits well developed control of language using Module-appropriate vocabulary.	B 13-16
<ul style="list-style-type: none">• Composes an adequate essay response• Argues a sound thesis based on the impact of the text.• Demonstrates adequate textual knowledge with evidence.• Exhibits sound control of language.	C 9-12
<ul style="list-style-type: none">• Composes a response with structural issues.• Attempts to discuss the impact of the text.• Demonstrates some textual knowledge with inaccurate, flawed, or limited evidence.• 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.• Significant issues with control of language, impeding meaning.	E 0-4