



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

|                       |   |
|-----------------------|---|
| <b>Subject</b>        | English Studies                             |
| <b>Topic</b>          | Module C – On The Road                      |
| <b>Class Teachers</b> | Miss Peasley, Miss Murdoch and Mr Page      |
| <b>Head Teacher</b>   | Miss Scott                                  |
| <b>Year</b>           | 11  |
| <b>Date Given</b>     | 31 <sup>st</sup> May 2021 (Week 7, Term 2)  |
| <b>Date Due</b>       | 15 <sup>th</sup> June 2021 (Week 9, Term 2) |
| <b>Weighting</b>      | 35%   |

### Task Description:

Imagine you are going on a GAP year trip overseas in 2023. You are to compose three written pieces about this experience- one prior to leaving, one during the trip and one on your return.

There are **three (3) parts** to this assessment task.

#### Part 1 – Informative text (before your trip)

Compose a 1 page fact sheet about one country that you will visit. Include any information that will be important for a young Australian traveller including: population, capital city, tourist destinations, health and safety advice, religious or cultural customs. Focus on the use of objective language and informative features.

#### Part 2 – Imaginative text (during your trip)

Design a blog entry or Instagram post of a minimum 200 words about a great experience you have on your GAP year. Describe the experience in detail and include a relevant image. Focus on positively connoted language and sensory imagery.

#### Part 3 – Persuasive text (after your trip)

Write a 500 word (maximum) persuasive speech to convince students in Year 12 2024 to go on a GAP year. Outline the advantages of going travelling overseas and encourage your audience to plan their own. Focus on persuasive devices and engaging language.

Students will have some structured class time to complete these tasks and may make use of the attached scaffolds to assist with their drafting. Drafts will be accepted by class teachers up to one week prior to the due date as per the OHS Drafting Policy.

The three pieces are to be uploaded to the Google Classroom for your class by the end of the school day on the due date.

### Outcomes to be addressed:

ES11-3, ES11-4, ES11-7.

### Penalties:

- Zero will be awarded if the task is not submitted on the due date (Tuesday 15<sup>th</sup> June), before 3:28am, on the relevant Google Classroom.
- All work submitted must be an original text. Any texts that are plagiarised will be given a zero mark. Refer to the NESAs "All My Own Work" guidelines for advice.

- Late submissions will be awarded a zero unless appropriate illness/misadventure documentation is completed.

Marking rubric:

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Demonstrates well developed skills in the use of features of the text type including layout, visuals or headings</li> <li>• Demonstrates well developed ability to utilise language appropriate to purpose</li> <li>• Strong control of language appropriate to audience including consistent punctuation, syntax and vocabulary</li> </ul> | <p><b>Strong<br/>A<br/>9-10</b></p>    |
| <ul style="list-style-type: none"> <li>• Demonstrates sound use of features of the text type including a combination of layout, visuals or headings</li> <li>• Demonstrates sound ability to utilise language appropriate to purpose</li> <li>• Demonstrates competent control of language appropriate to audience including punctuation, syntax and vocabulary</li> </ul>           | <p><b>Sound<br/>B<br/>7-8</b></p>      |
| <ul style="list-style-type: none"> <li>• Demonstrates developing use of features of the text type with one identifiable feature present</li> <li>• Demonstrates developing ability to utilise language appropriate to purpose</li> <li>• Demonstrates developing control of language appropriate to audience with attempts to use punctuation, syntax and vocabulary</li> </ul>      | <p><b>Developing<br/>C<br/>5-6</b></p> |
| <ul style="list-style-type: none"> <li>• Demonstrates basic use of features of the text type</li> <li>• Demonstrates basic ability to utilise language appropriate to purpose</li> <li>• Demonstrates basic control of language with some errors impeding meaning</li> </ul>   | <p><b>Basic<br/>D<br/>3-4</b></p>      |
| <ul style="list-style-type: none"> <li>• Demonstrates elementary use of features of the text type</li> <li>• Demonstrates elementary ability to utilise language appropriate to purpose</li> <li>• Demonstrates elementary control of language with significant errors impeding meaning</li> </ul>   | <p><b>Elementary<br/>E<br/>0-2</b></p> |

# Fact Sheet: [country name]

Hemisphere:

Continent:

States/territories/counties:

Capital city:

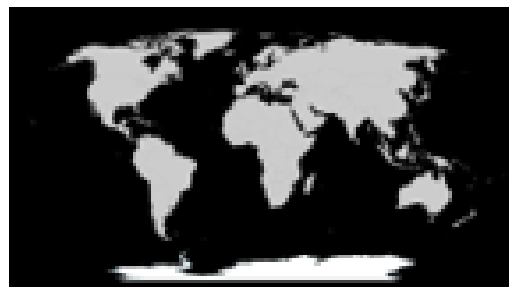
Largest cities:

Primary religion:

Cultural customs:

Important sites:

Risks to travellers:



Population:

GDP:

Industries:

Exports/Trade:

Image:

Advice to travellers:



|                                 |   |   |  |
|---------------------------------|---|---|--|
| Greeting and introduction       | <ul style="list-style-type: none"> <li>- Acknowledges the audience</li> <li>- Introduces the speaker</li> </ul>   | <p><i>Good morning ...</i><br/><i>I'm ... and I am from ...</i></p>   |  |
| Purpose                         | <ul style="list-style-type: none"> <li>- Tells the audience about the reason you are there</li> </ul>   | <p><i>I am here to talk to you about...</i><br/><i>The reason I am here today is...</i></p>   |  |
| Why a GAP year?                 | <ul style="list-style-type: none"> <li>- Outlines the advantages of taking a GAP year.</li> <li>- Contrasts with other options for the year</li> </ul>  | <p><i>Did you know that...</i><br/><i>People think that... but the reality is that...</i><br/><i>Many people choose to... however ...</i></p>                                     |  |
| Anecdote 1                      | <ul style="list-style-type: none"> <li>- Provides an example of a great experience from your GAP year</li> <li>- Connect back to importance of travel</li> </ul>  | <p><i>An example of this from my own experience is when...</i><br/><i>I was in... and I found myself ...</i><br/><i>This story shows that it is extremely important to...</i></p> |  |
| Anecdote 2                      | <ul style="list-style-type: none"> <li>- Provides a second example of a great experience from your GAP year</li> <li>- Connect back to importance of travel</li> </ul>  | <p><i>An example of this from my own experience is when...</i><br/><i>I was in... and I found myself ...</i><br/><i>This story shows that it is extremely important to...</i></p> |  |
| Persuade them to start planning | <ul style="list-style-type: none"> <li>- Connect your own great experience to the potential for your audience's great experience</li> <li>- Encourages the listener to take action to plan their own GAP year</li> <li>- Empowers the listener</li> </ul> | <p><i>You can learn from my experiences and ...</i><br/><i>Now you absolutely must ...</i><br/><i>It's clear that you should ...</i><br/><i>This is your chance to ...</i></p>    |  |
| Closing                         | <ul style="list-style-type: none"> <li>- Concludes the speech</li> <li>- Thanks audience</li> </ul>   | <p><i>I wish you luck in ...</i><br/><i>Thank you for listening ...</i></p>   |  |