



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Extension 1
Topic	Literary Worlds
Class Teacher	Mrs McLennan
Head Teacher	Miss Scott
Year	12
Date Given	Wednesday Week 1, Term 2 – 21/4/21
Date Due	Wednesday Week 6, Term 2 – 26/5/21
Weighting	40%

Assessment Outline

Part 1: Critical Response – 30%

Students are to craft a 1200-1400-word critical response to the following question:

Evaluate the way in which socio-political upheaval can shape representations of the relationship between the individual and society.

In your response, refer to one of your set texts and at least one related text of your own choosing.

The task must be uploaded to the google classroom by 9am on Wednesday 26th May.

Part 2: Panel Discussion - 10%

Students are to participate in a panel discussion in our lesson on Wednesday 26th May about their exploration of their related text/s and its context, and their composition of the critical response. Students will also be required to reflect on how they have reconsidered and appraised their values in light of the Worlds of Upheaval module.

Discussions will be hosted by the teacher, who will ask some of the following suggested questions:

- How has your related text represented a period of change and upheaval?
- What is the impact of the context on your related text?
- Why did you choose your related text?
- In what ways are forms and features used to challenge literary conventions in your related text?
- What connections have you found between your related and set texts?
- What has been the most transformative textual experience in this Module for you?
- How have your studies informed your creative compositions in this Module?
- In what ways has the Module inspired you to consider the potential of texts to activate change?

Students are expected to ask and respond to clarifying questions, respond and engage with other students' ideas, and to challenge or support others' opinions.

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

Outcomes Assessed

EE12- 1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.

EE12- 3 independently investigates and synthesises critical and creative texts to analyse and evaluate, different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.

EE12- 4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.

Marking Criteria

Part 1: Critical Response

Marking Criteria	Mark
<ul style="list-style-type: none">• Constructs a sophisticated response to the question, demonstrating an informed and critical perspective on the prescribed and related texts.• Demonstrates sophisticated analysis of language forms and features with a range of consistent, effective and judiciously selected textual references.• Demonstrates highly developed control of language and structure to express complex ideas.	13-15
<ul style="list-style-type: none">• Demonstrates a well-developed response to the question, demonstrating an informed and critical perspective on the prescribed and related texts.• Demonstrates effective analysis of language forms and features with a range of consistent and judiciously selected textual references.• Demonstrates developed control of language and structure to express complex ideas.	10-12
<ul style="list-style-type: none">• Demonstrates an adequate response to the question, demonstrating an informed perspective on the prescribed and related texts.• Demonstrates sound analysis of language forms and features with a range of relevant textual references.• Demonstrates sound control of language and structure to express complex ideas.	7-9
<ul style="list-style-type: none">• Demonstrates a response to the question, attempting to demonstrate a perspective.• Demonstrates attempted analysis of language forms and features with some textual references.• Demonstrates some control of language and/or structure.	4-6
<ul style="list-style-type: none">• Demonstrates a limited response to the question.• Demonstrates limited analysis of language forms and features with little to no textual references.• Demonstrates limited control of language and/or structure.	1-3
<ul style="list-style-type: none">• Presents nothing of relevance to the task	0

Marking Criteria

Part 2: Panel Discussion

Marking Criteria	Mark
<ul style="list-style-type: none">• Demonstrates sophisticated ability to make complex connections between texts and concepts.• Demonstrates insightful reflection on and evaluation of their personal engagement with texts, ideas and values.• Demonstrates highly developed ability to engage verbally with complex ideas through questioning, responding and elaborating on contributions of others.	9-10
<ul style="list-style-type: none">• Demonstrates well-developed ability to make complex connections between texts and key ideas.• Demonstrates thoughtful reflection on and evaluation of their personal engagement with texts, ideas and values.• Demonstrates well developed ability to engage with complex ideas through questioning, responding and elaborating on contributions of others.	7-8
<ul style="list-style-type: none">• Demonstrates sound ability to make connections between texts and key ideas.• Demonstrates sound reflection on and evaluation of their engagement with texts, ideas and values.• Demonstrates sound ability to engage with ideas through questioning and responding.	5-6
<ul style="list-style-type: none">• Attempts to demonstrates some ability to make connections between texts and key ideas.• Attempts to reflect on their engagement with texts, ideas and/or values.• Demonstrates limited ability to engage with ideas through questioning and/or responding.	3-4
<ul style="list-style-type: none">• Makes little to no attempt to make connections between texts and key ideas.• Makes little to no attempt to reflect on their engagement with texts, ideas and/or values• Makes little to no attempt to engage with ideas through questioning or responding.	1-2
<ul style="list-style-type: none">• Presents nothing of relevance to the task.	0