



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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| Subject | English Standard |
| Topic | Modules B & C |
| Class Teacher | Miss Ward, Miss Peasley, Mr Gilmour & Miss Scott |
| Head Teacher | Miss Scott |
| Year | 12 |
| Date Given | 15/03/2021 |
| Date Due | 29/04/2021 |
| Weighting | 40% |

Assessment Outline:

PART A - MODULE B: Close Study of Literature

You will write an 800-1000 word essay in response to the following question about Mark Haddon's *The Curious Incident of the Dog in the Night-time*:

"I think prime numbers are like life. They are very logical but you could never work out the rules, even if you spent all your time thinking about them." - Christopher

How has Mark Haddon utilised distinctive textual qualities to explore perspective in *The Curious Incident of the Dog in the Night-time*?

In your response, refer to the quote above and the novel, *The Curious Incident of the Dog in the Night-Time*.

PART A is to be submitted on Google classroom by 9am on the due date.

PART B - MODULE C: Craft of Writing

You will be given 30 minutes during your double period on Thursday 29th April 2021 to complete a 400-600 word piece of imaginative writing in response to the following stimulus:



You will then be given 30 mins to write a 400-600 word reflective response to the following question:

Writers use language imaginatively to express insights, evoke emotion, or to share an aesthetic vision. How have you been inspired by **one** of your **prescribed Module C texts** to achieve **one** of these goals in your own writing?

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.

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.

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.

Outcomes Assessed

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

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

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

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

| Marking Criteria PART A - Module B: Essay | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Effectively analyses the text's distinctive qualities and how they are used to explore perspective in the text. • Demonstrates an informed understanding of the application of the statement to the prescribed text and question. • Presents an effective response supported by well-chosen and detailed reference to text • Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form | 17–20 |
| <ul style="list-style-type: none"> • Competently analyses the text's distinctive qualities and how they are used to explore perspective in the text. • Demonstrates a developed understanding of the application of the statement to the prescribed text and question. • Presents a competent response supported by relevant and detailed reference to the text • Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form | 13–16 |
| <ul style="list-style-type: none"> • Adequately analyses the text's distinctive qualities and how they are used to explore perspective in the text. • Demonstrates an understanding of the application of the statement to the prescribed text and question. • Presents an adequate response supported by some reference to the text • Attempts to organise a response using basic language | 9–12 |
| <ul style="list-style-type: none"> • Describes the text's distinctive qualities and attempts to explore how they are used to explore perspective in the text. • Demonstrates a limited understanding of the statement in relation to the prescribed text and question. • Presents a response based on some relevant references to the text • Attempts to organise a response using basic language | 5–8 |
| <ul style="list-style-type: none"> • Attempts to describe the text and perspective • Attempts to make connections to the statement • Attempts to reference textual knowledge • Attempts to organise a response in a limited way | 1–4 |

| Marking Criteria PART B - Module C: Imaginative Writing | Marks |
|---|--------------|
| <ul style="list-style-type: none"> Composes a highly engaging piece of writing that skilfully uses the stimulus Demonstrates skilful control of language and structure appropriate to audience, purpose, context and form | 9-10 |
| <ul style="list-style-type: none"> Composes an engaging piece of writing that effectively uses the stimulus Demonstrates effective control of language and structure appropriate to audience, purpose, context and form | 7-8 |
| <ul style="list-style-type: none"> Composes a piece of writing that adequately uses the stimulus Demonstrates sound control of language and structure appropriate to audience, purpose, context and form | 5-6 |
| <ul style="list-style-type: none"> Composes a piece of writing that attempts to respond to the question Demonstrates variable control of language | 3-4 |
| <ul style="list-style-type: none"> Attempts to compose a piece of writing with some relevance to the question | 1-2 |

| Marking Criteria PART B - Module C: Reflection | Marks |
|---|--------------|
| <ul style="list-style-type: none"> Provides a comprehensive comparison with one of the prescribed texts from Module C and their imaginative response Demonstrates skilful control of language | 9-10 |
| <ul style="list-style-type: none"> Provides a considered comparison with one of the prescribed texts from Module C and their imaginative response Demonstrates effective control of language | 7-8 |
| <ul style="list-style-type: none"> Provides a sound comparison with one of the prescribed texts from Module C and their imaginative response Demonstrates sound control of language | 5-6 |
| <ul style="list-style-type: none"> Attempts to compare some aspects of one of the prescribed texts from Module C and their imaginative response Demonstrates limited control of language | 3-4 |
| <ul style="list-style-type: none"> Provides some relevant information about their imaginative response and/or one of the prescribed texts from Module C | 1-2 |