



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

Subject	ENGLISH
Topic	BELONGING
Class Teacher	Burfitt, Gilmour, Page, Scott
Head Teacher	Mrs Scott
Year	7
Date Given	
Date Due	First lesson of Week 10
Weighting	25%

### Assessment Outline

**This assessment consists of two parts. Both sections are to be completed by, and on, the week starting Monday March 29<sup>th</sup>.**

**Part One: To be completed at home and submitted during the students' first English class in Week 10 starting 29<sup>th</sup> of March, 2021.**

- Students are to compose a visual representation of the notion of belonging and/ or not belonging.

**Part Two: To be completed during the students' first English class in Week 10 starting March 29<sup>th</sup>, 2021.**

- Students will be required to compose a written reflection (in class) explaining which elements of belonging/ not belonging they have included in their visual reflection and why. The reflection must also include a discussion of *at least two visual techniques* they have used and *the effect the techniques achieved in representing the notion of belonging/ not belonging.*

### **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 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 ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### Outcomes Assessed

- EN4 – 2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4 – 5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4 – 7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4 – 9E uses, reflects on and assesses their individual and collaborative skills for learning

## Visual component

Belonging Visual and Reflection Statement	<b>A Outstanding</b>	<b>B Developed</b>	<b>C Sound</b>	<b>D Developing</b>	<b>E Limited</b>
<b>Creative interpretation and presentation of sense of belonging/ not belonging.</b>	Sophisticated and original visual on the idea of belonging/ not belonging.	Well-developed visual on the idea of belonging/ not belonging.	Sound visual on the idea of belonging/ not belonging.	A weak or basic presentation on belonging/ not belonging.	Little evidence of belonging/ not belonging on the visual.
<b>Use of visual and language features to communicate belonging/ not belonging.</b>	Sophisticated use of visual techniques, such as colour, size, vectors, composition, gaze, salience etc. to enhance meaning.	Developed use of visual techniques, such as colour, size, vectors, composition, gaze, salience etc. to enhance meaning.	Sound use of visual techniques, such as colour, size, vectors, composition, gaze, salience etc. to enhance meaning.	Limited use of visual techniques, such as colour, size, vectors, composition, gaze, salience etc to enhance meaning..	Little, if any, use of techniques to enhance meaning.

Visual result x 3 = \_\_\_\_\_

## Written component

<b>Reflection structured clearly and cohesively.</b>	A clear structure and clear cohesion.	Effective structure with some cohesion.	Some evidence of structure, with reasonable cohesion.	Little evidence of structure. Meaning often impeded.	No evidence of structure – may be incorrect text type. Meaning unclear.
<b>Control of language - spelling, punctuation, tense.</b>	Sophisticated language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and other grammatical features.	Sound language use – some areas may be underdeveloped.	Variable use of language – increasing issues with language, maybe focused on one or more areas.	Inconsistent use of language across multiple areas which significantly impedes meaning.
<b>Knowledge of notions of belonging in the visual and direct references to the visual in the reflection</b>	Thorough knowledge of the visual and its exploration of belonging as evident through multiple well-integrated textual references.	Strong knowledge of the visual and its exploration of belonging as evident through a number of relevant textual references.	Sound knowledge of the visual and its exploration of belonging as evident through a reference to the visual.	Some knowledge of the visual and/ or its exploration of belonging, however this may be vague or incomplete.	Limited knowledge of the visual or idea of belonging as evident in a lack of direct textual references or incorrect attempts at references.
<b>Analysis of visual and visual techniques communicating ideas about belonging / not belonging.</b>	A deep analysis of 2 or more techniques with strong links to the main idea about belonging.	An effective analysis of at least one technique with solid links to the main idea about belonging.	Attempted analysis of at least 1 technique, or good analysis of just one technique. Idea about belonging may be vague.	Some reference to techniques, may be inadequately unexplained or some analysis of incorrectly labelled techniques.	Little to no reference to techniques, may be a retell of the plot with no analysis.

Written result = \_\_\_\_\_

Total = /100

