



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	ENGLISH
<b>Topic</b>	Historical Fiction
<b>Class Teacher</b>	Burfitt, Gilmour, Page, Scott
<b>Head Teacher</b>	Mrs Scott
<b>Year</b>	7
<b>Date Given</b>	Week 6 - Thursday, May 27 <sup>th</sup> 2021
<b>Date Due</b>	Week 8 - Friday, June 11 <sup>th</sup> 2021
<b>Weighting</b>	25%

### Assessment Outline

**This assessment consists of two parts. Both sections are to be completed by Friday June 11<sup>th</sup>.**

**Part One: To be completed at home and submitted on Friday June 11<sup>th</sup>.**

- Either individually or in pairs, students are to compose a transcript of a **2 – 3 minute** interview and record or film it for submission.
- The conversation is to explore the students' answer to the focus question:

“What do we gain from engaging with Historical Fiction?”
- In the interview, students may speak from the point of view of: themselves, a character from their novel, or the writer of the novel.
- Students are to directly reference events and circumstances in the novel, as well as the contextual considerations of their era of study, to support their view of the question.

**Part Two: To be completed during the students' English class on Friday June 11<sup>th</sup>.**

- Students will be required to compose a written reflection (in class) explaining their position on the focus question, and how the evidence they discussed in their interview supports this notion.

### 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
- EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

## Interview

Historical Fiction Interview	A Outstanding	B Developed	C Sound	D Developing	E Limited
<b>Creative exploration of the ideas surrounding Historical Fiction.</b>	Sophisticated, appropriate and considered discussion regarding elements of Historical Fiction.	Well-developed discussion regarding elements of Historical Fiction.	Sound discussion regarding elements of Historical Fiction.	A weak or basic discussion regarding elements of Historical Fiction.	Little, if any, reference to the elements of Historical Fiction.
<b>Knowledge of the text and its context.</b>	Sophisticated and thoroughly referenced examples from the text and its context.	Well-developed references to both the text and its context.	Sound references to text and/ or its context.	Some references to the text or its context, however, these are underdeveloped or unclear.	Little, if any, references to either the text or its context.

Interview result = \_\_\_\_\_

## Written component

Historical Fiction Reflection	A Outstanding	B Developed	C Sound	D Developing	E Limited
<b>Position on the focus question.</b>	A sophisticated and cohesive position answering the focus question.	A strong position on the focus question that is referred to throughout.	A sound position on the focus question. Cohesion or consistency may be lacking in areas.	An unclear or vague position on the question.	Little to no recognition of the focus question.
<b>Explanation of how content supports position.</b>	A clear and compelling explanation of how the content of the interview supports student's position on the question.	A developed explanation of how the content of the interview supports the student's position on the question.	A sound explanation of how the content of the interview supports the student's position on the question.	A limited or under-explained explanation of how the content of the interview supports the student's position on the question.	Little to no explanation of how the content of the interview supports the student's position on the question.
<b>Control of language – structure, grammar, spelling, punctuation, tense.</b>	Sophisticated structure and language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in structure, spelling, punctuation or other grammatical features.	Sound language use – some language areas may be underdeveloped.	Variable use of language – increasing issues with structure or language. These errors may begin to impede meaning.	Inconsistent use of language across multiple areas which significantly impedes meaning.

Reflection result = \_\_\_\_\_

**Total = /25**