



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	ELECTIVE ENGLISH
Topic	GENRE IN FILM
Class Teacher	MR HOLLIDAY
Head Teacher	MS KIMBERLEY SCOTT
Year	9
Date Given	MONDAY WEEK 6 1 ST OF MARCH
Date Due	1 ST OF APRIL, 2021. THURSDAY WEEK 10 TERM 1 <i>Please note: this is an amended date which is not initially reflected in the assessment booklet for the first assessment in this course.</i>
Weighting	25%

Assessment Outline

This assessment consists of two parts. Both sections are to be completed by, and on, Thursday 1st April, 2021.

Part One: To be completed at home and submitted to teacher on Thursday 1st April, 2021

- Students are to create something which reflects their understanding of the key features of a particular genre. This may be written, filmed or constructed.
- Students should endeavour to be as creative as possible. Creations may include (but are not limited to):
 - A film script (one scene, no more than 500 words)
 - A radio play
 - A creative narrative (no more than 500 words)
 - A short film (eg: claymation, flipbook) (30 seconds – 1 minute)
 - A physical diorama
 - A collection of song lyrics (no more than 500 words)
 - A collection of poetry (no more than 500 words)
- Students should check in with their teacher to discuss their creative piece by Week 8, Term 1.

Part Two: To be completed during the students' English class in Week 10

- Students will be required to compose a written reflection (in class 1/5/21) explaining how they have explored the influences of their chosen genre in their creations.
- The reflection should discuss at least 4-6 techniques, including visual and audio (film/script) or written techniques (narrative).
- The reflection should explain the effectiveness of the techniques in creating the chosen genre.

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 classes.

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

- EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C investigates the relationships between and among texts
- EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Elective English – Genre task	A Outstanding	B Developed	C Sound	D Developing	E Limited
Creative interpretation and presentation of the ideas of one particular genre /10	Sophisticated and original creation of the ideas of one particular genre	Well-developed creation of the ideas of one particular genre	Sound visual on the creation of the idea of one particular genre	A weak or basic presentation that may display some elements of a particular genre	Little evidence of understanding the elements of genre
Use of visual and language features to communicate effective understanding of how genre is created /10	Sophisticated use of visual, audio and/or written techniques, to demonstrate understanding of how genre is created.	Developed use of visual, audio and/or written techniques, to demonstrate understanding of how genre is created.	Sound use of visual, audio and/or written techniques, to demonstrate understanding of how genre is created.	Limited use of visual, audio and/or written techniques, to demonstrate understanding of how genre is created.	Little, if any, use of techniques to demonstrate understanding of how genre is created.
Reflection structured with a clear introduction, effective body paragraphs and a conclusion /5	A clear structure with consistent paragraphing and cohesion.	Effective structure with paragraphing and some cohesion.	Some evidence of structure, with some paragraphing and reasonable cohesion.	Little evidence of structure – paragraphing may be absent. Meaning often impeded.	No evidence of structure – may be incorrect text type. Meaning unclear.
Control of language - spelling, punctuation, tense. /5	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.
Knowledge of how genre is created and direct explanations about how it has been employed, in the reflection /5	Thorough knowledge of the creation as evident through multiple well-integrated textual references.	Strong knowledge of the creation as evident through a number of relevant textual references.	Sound knowledge of the creation as evident through 2 or more textual references.	Some knowledge of the creation as evident through one textual reference or more than one used inaccurately.	Limited knowledge of the creation as evident in a lack of direct textual references or incorrect attempts at references.
Analysis of techniques used to convey elements of a specific genre /5	A deep analysis of 3 or more techniques with strong links to the main understanding of the genre.	An effective analysis of at least two techniques with solid links to the main understanding of the genre.	Attempted analysis of at least 2 techniques, or good analysis of just one technique. Links to main genre may be inconsistent.	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 with no analysis.