



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Critical Study: Blackfish
<b>Class Teacher</b>	Mr Holliday, Mr Jones, Ms Galiatsatos, Miss Murdoch, Mr Gilmour
<b>Head Teacher</b>	Miss Scott
<b>Year</b>	9
<b>Date Given</b>	Week 5
<b>Date Due</b>	Week 9 (Day to be advised)
<b>Weighting</b>	30%

### Assessment Outline

Students are to compose a Critical Essay on the documentary studied in class. Students will respond to the following question:

**Documentaries are a version of the truth. Discuss this statement in reference to Gabriela Cowperthwaite's "Blackfish" documentary.**

This assessment is to be completed in class.

### 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

- **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.

	<b>A Outstanding</b>	<b>B Well Developed</b>	<b>C Sound</b>	<b>D Developing</b>	<b>E Limited</b>
<b>Demonstrates knowledge of the text with direct textual references.</b>	Demonstrates outstanding knowledge of the text through detailed textual references.	Demonstrates well developed knowledge of the text through close textual references.	Demonstrates sound knowledge of the text through some textual references.	Demonstrates a basic knowledge of the text with little textual references.	Demonstrates a limited knowledge of the text with little or no textual references.
<b>Demonstrates ability to effectively analyse the text.</b>	Provides a deep analysis of the techniques utilised in the documentary.	Provides an effective analysis of the techniques utilised in the documentary.	Provides an attempted analysis of the techniques utilised in the documentary.	Provides some discussion of the techniques utilised in the documentary.	Provides limited or no discussion of the techniques utilised in the documentary.
<b>Demonstrates engagement with the provided statement.</b>	Demonstrates a sophisticated understanding of the subjective nature of truth.	Demonstrates a strong understanding of the subjective nature of truth.	Demonstrates a clear understanding of the subjective nature of truth.	Demonstrates a basic understanding of the subjective nature of truth.	Demonstrates a limited understanding of the subjective nature of truth.
<b>Demonstrates the ability to compose a sustained essay response.</b>	Composes a sustained essay response that demonstrates use of features such as sophisticated introduction, sustained body paragraphs and sophisticated conclusion.  Sustained formal register.	Composes a well-developed essay response that demonstrates use of features such as well-developed introduction, strong body paragraphs and well-developed conclusion.  Consistent formal register	Composes a sound essay response that demonstrates use of features such as an introduction, body paragraphs and a conclusion.  Generally formal register with some informal elements (abbreviations, colloquialisms, etc.)	Composes a basic essay response that demonstrates use of features such as an introduction, body paragraph/s and a conclusion.  Some attempt at achieving a formal register.	Composes a limited essay response that may or may not demonstrate use of features such as an introduction, body paragraph and a conclusion.  Largely informal register and conversation tone.
<b>Control of language – spelling, tense, punctuation, grammar, use of compound and complex sentences</b>	Sophisticated language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and/or other grammatical features.	Sound language use – some minor issues in spelling, punctuation and other grammatical features – this may be in one area more than others.	Variable use of language language– increasing issues with language, may be focused on one or more areas – eg spelling and punctuation.	Inconsistent use of language, across multiple areas which dramatically impedes meaning.