



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Minority Experience
Head Teacher	K Scott
Year	Year 10
Date Given	Term 1, Week 6
Date Due	Parts A & B: Tuesday, 28 th March 2022; Part C: Tuesday, 5 th April 2022
Weighting	25%

Assessment Outline

You are to create a resource booklet that will be used by Year 10 students in 2023 to study the "Minority Experience".

You may work individually or in a group (4 students max group size). You need to find **THREE TEXTS PER GROUP MEMBER** (a range of different text types) that explore an aspect of or idea about Minority Experiences. You cannot use any texts you have studied in class.

Part A – Resource Booklet (5 marks)

Your booklet must include:

- 1) A visually appealing front cover that links to the theme of your booklet
- 2) Contents page with title, composer and text type for each of your texts
- 3) Your chosen texts, with a blurb for each about why it is valuable for studying the minority experience (NOTE: It will be impractical to include some text types, such as film or novel. In these cases, an image of a book cover or advertising poster is sufficient.)
- 4) A correctly referenced bibliography using APA style (your teacher will go through this in class)

Part B – Class Presentation (5 marks)

Students/groups are to present their resource to their class in an engaging way, justifying their inclusion of each text. This is an informal presentation to give you practice justifying your text choices.

Part C – Written Rationale (summative task completed in class – 15 marks)

You will **individually** write a rationale for the texts you contributed to your resource booklet and what they show about Minority Experiences.

The question will be:

What texts did you select and how do they explore specific ideas about Minority Experiences? Refer in detail to each of the three texts you contributed to your booklet.

In your response you should:

- Give an overview of the texts.
- Explain why you chose the texts.
- Identify key ideas about minority experiences that are represented in this range of texts.

You will be allowed to have your contributions to the resource booklet with you during the task but you may not bring any other notes. If you need your teacher to assist you with printing, you must arrange this with your teacher **no later than Mon, 4th April**.

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.

Plagiarism:

Plagiarism (the use of the work of others without acknowledgement) will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

Outcomes

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

EN5-6C investigates the relationships between and among texts

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Marking criteria – Collaborative

Resource Booklet

Criteria	Outstanding	Developed	Sound	Developing	Limited
Front Cover, Contents and Bibliography Booklet includes these elements	Visually appealing front cover, clear contents page with text and details included and correctly referenced bibliography	Clear front cover with a visual, contents page with details included and correctly referenced bibliography	Front cover with a visual, contents page and attempts at bibliography	Missing cover OR contents OR bibliography	Some attempt at a cover
Text choice A range of different text types included; no texts that have been studied in class	A range of different text types that create a cohesive and insightful resource. All original choices.	A range of different text types that create a cohesive resource. All original choices.	Some different text types and all original choices.	Different texts, may be some of the same text type	Limited attempt at selecting texts.
	5	4	3	2	1

Presentation

Criteria	Outstanding	Developed	Sound	Developing	Limited
Speaking Presents booklet clearly while making appropriate use of volume, pace, articulation, pauses, body language and facial expression to share booklet and ideas that connect the texts.	Speaks clearly and confidently in a manner that engages the audience.	Speaks clearly in a manner that is moderately engaging to the audience.	Speaks in a moderately engaging manner with one aspect of delivery lacking.	Speaks in a manner that lacks in one or more aspects of delivery beginning to impact engagement.	Speaks in a manner that lacks in a number of aspects of delivery that significantly impacts engagement.
	5	4	3	2	1

Name:

Rationale /25 (marked individually)

Criteria	Outstanding		Developed		Sound		Developing		Limited	
Conceptual understanding Demonstrates knowledge of the minority experience and issues that have affected minorities, while demonstrating why they chose the selected texts.	Sophisticated exploration of the minority experience in at least 3 texts.		Effective exploration of the minority experience in at least 3 texts.		An adequate attempt to explore the concept of the minority experience in at least 2 texts.		Attempts to explore the concept of the minority experience that is not entirely accurate or is very brief.		An inaccurate exploration of the minority experience.	
	A deep and detailed explanation of why they selected these texts.		A well-developed explanation of why they selected these texts.		A sound explanation of why they selected these texts.		Attempts to explain why they selected these texts.		An inaccurate or brief listing of texts.	
	10	9	8	7	6	5	4	3	2	1
Control of language Uses correct spelling, tense, point of view, punctuation, and compound and complex sentences, to communicate ideas about the minority experience	Sophisticated language use – consistent spelling, punctuation and other grammatical features.		Well-developed language use – some minor issues spelling, punctuation and other grammatical features.		Sound use of language – increasing issues with language, maybe focused on one area – e.g. spelling.		Variable use of language – increasing issues with language, maybe focused on one or more areas – e.g. spelling and punctuation		Inconsistent use of language, across multiple areas which dramatically impedes meaning.	
	A diverse range of simple, compound and complex sentences to enhance meaning and control pace.		A range of simple, compound and complex sentences to enhance meaning and control pace.		Mostly simple sentences. Some evidence of compound and complex sentences to enhance meaning.		Mainly simple and some compound sentences		Limited ability to control sentence structure.	
	5	4	4	3	3	2	2	1	1	1