



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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| Subject | English |
| Topic | Minority Experience – Essay |
| Head Teacher | M Peasley |
| Year | Year 10 |
| Date Given | Term 2, Week 6 |
| Date Due | Thursday, 23 June (Term 2, Week 9) – online submission by 3.30pm on due date |
| Weighting | 20% |

Assessment Outline

You are to select ONE of the following questions and write an essay response:

Option 1:

Texts have the power either to promote minority perspectives or to keep them in the margins.

To what extent is this statement reflected in the text/s you have studied this term?

OR

Option 2:

Learning about the experiences of others encourages awareness and empathy; without these, the world is a poorer place.

Analyse how the composer/s you have studied this term promote awareness and empathy through their text/s.

This task will be completed at home and submitted online to your teacher via your Google classroom.

If you are considering taking **Advanced English** in 2023, you should aim to write **1000 words**.

If you are considering taking **Standard English** in 2023, you should aim to write **800 words**.

If you are considering taking **English Studies** in 2023, you should aim to write **600 words**.

Non-completion of Task:

As this task will be submitted online, absence from school or class on the due date is not reasonable grounds for extension/special consideration. If you are ill or some other circumstance prevents you from completing and submitting your task, you must contact your class teacher and provide appropriate documentation explaining your circumstance. Any requests for an extension must be submitted **before** the due date.

Plagiarism:

Plagiarism (using 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

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

| Criteria | Outstanding | Developed | Sound | Developing | Limited |
|---|---|---|---|--|---|
| <p>Conceptual understanding Demonstrates knowledge of the minority experiences represented in the text/s studied</p> | <p>Sophisticated exploration of minority experiences in text/s</p> <p>Provides a developed and insightful response to the chosen question</p> | <p>Effective exploration of minority experiences in text/s</p> <p>Provides a clear and cohesive response to the chosen question</p> | <p>Adequate exploration of minority experiences in text/s</p> <p>Provides a clear response to the chosen question; may lack cohesion at times</p> | <p>Attempts to explore minority experiences in text/s</p> <p>Attempts a response to the chosen question but lacks cohesion and clarity</p> | <p>Refers to minorities in text/s</p> <p>Limited effort to respond to the chosen question</p> |
| | 5 | 4 | 3 | 2 | 1 |
| <p>Textual analysis Demonstrates understanding of how textual features are used to shape meaning</p> | <p>Provides deep analysis of techniques used in the text/s</p> <p>Judicious selection of textual evidence</p> | <p>Provides effective analysis of techniques used in the text/s</p> <p>Thoughtful selection of textual evidence</p> | <p>Provides some analysis of techniques used in the text/s</p> <p>Provides specific textual evidence</p> | <p>Describes examples from the text/s with no attempt to analyse use of techniques</p> | <p>Refers to the text/s in general terms</p> |
| | 5 | 4 | 3 | 2 | 1 |
| <p>Essay form Demonstrates appropriate structure and language for an analytical essay</p> | <p>Sophisticated control of structural elements of an essay to present a cohesive argument</p> <p>Consistent use of appropriately formal register</p> | <p>Effective control of structural elements of an essay to present a clear argument</p> <p>Mostly consistent use of appropriately formal register</p> | <p>Sound control of structural elements of an essay to present an argument</p> <p>Attempts to use appropriately formal register</p> | <p>Variable control of structural elements of an essay; argument may be unclear or incohesive</p> <p>Register is occasionally appropriate for an essay</p> | <p>Paragraphing is inconsistent or non-existent</p> <p>Register is inappropriate for an essay</p> |
| | 5 | 4 | 3 | 2 | 1 |
| <p>Control of language Spelling, tense, punctuation, sentence structure, etc.</p> | <p>Sophisticated language use – consistent spelling, punctuation and other grammatical features.</p> | <p>Well-developed language use – some minor issues in spelling, punctuation and other grammatical features.</p> | <p>Sound use of language – increasing issues with language, maybe focused on one area – e.g. spelling.</p> | <p>Variable use of language – increasing issues with language, maybe across more than one area – e.g. spelling and punctuation</p> | <p>Inconsistent use of language across multiple areas, which dramatically impedes meaning.</p> |
| | 5 | 4 | 3 | 2 | 1 |