



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

|                      |                      |
|----------------------|----------------------|
| <b>Subject</b>       | English Extension II |
| <b>Topic</b>         | Viva Voce            |
| <b>Class Teacher</b> | Miss Scott           |
| <b>Head Teacher</b>  | Miss Scott           |
| <b>Year</b>          | 12                   |
| <b>Date Given</b>    | Term 4, Week 6       |
| <b>Date Due</b>      | Term 1, Week 2       |
| <b>Weighting</b>     | 30%                  |

### Assessment Outline

**Context:** The Viva Voce is the first assessment task in the English Extension II course. You will engage in research to develop your understanding of an area of interest that you wish to explore through the composition of a major work. You have developed an inquiry question and project proposal to guide the development of your Major Work and have drawn on a variety of strategies to generate thinking about the concept, content and form of your major work. All research, evaluation and reflection have been documented in your Major Work Journal. The Viva Voce presentation requires you to formally articulate their plan for their Major Work by responding to a number of questions from a teacher panel.

**Nature of the task:** The Viva Voce is an opportunity for you to present a clearly articulated plan for your Major Work. Your presentation must respond to a series of questions posed to you by a panel of teachers. You will be given the questions for the Viva Voce 15 minutes prior to your presentation. Teachers may also ask clarifying questions during the presentation.

You will be expected to include the following in your presentation/responses:

- a thorough explanation of the purpose, audience, context and form of your major work
- acknowledgement of the sources you have used in developing the proposal and inquiry question
- an outline of your plan to complete the major work project, including a time line
- references to your journal to assist in explaining choices made and research completed

The Viva Voce will be 15-20 minutes in length.

You must also submit your Major Work Journal for review on the day you complete your Viva Voce. A checklist of what will be reviewed is included below:

- concept mapping for generating ideas
- an original inquiry question and statement of intent
- evidence of investigation and a variety of composers in the chosen form
- an action plan with milestones

### 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.

### 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 HSC booklet will be followed regarding the non-completion of assessment tasks.**

### **Outcomes Assessed**

EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology.

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea.

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition.

### **General Marking Guidelines**

You will be assessed on how well you:

- draw on prior learning and independent research to develop a clear vision for your Major Work
- explain and justify choices in form, concept and content, referring to entries in the Major Work Journal
- articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses.

| <b>Marking Rubric</b>   | <b>Grade</b>                 |
|---|------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrates outstanding skills of autonomous investigation in a specialised field.</li> <li>• Demonstrates sophisticated insight, depth and originality, and shows with clarity the relationship of your composition to past experiences, interests and initial research.</li> <li>• Demonstrates excellent and extensive evidence of monitoring, reflecting on, and documenting the initial Major Work process.</li> <li>• Demonstrates sophisticated and insightful ability to present aspects of investigation and composition to a specific audience in an engaging and articulate manner.</li> </ul> | <b>Outstanding<br/>13-15</b> |
| <ul style="list-style-type: none"> <li>• Demonstrates strong skills of autonomous investigation in a specialised field.</li> <li>• Demonstrates effective insight, depth and originality, and shows with some clarity, the relationship of your composition to past experiences, interests and initial research.</li> <li>• Demonstrates strong and thorough evidence of monitoring, reflecting on, and documenting the initial Major Work process.</li> <li>• Demonstrates perceptive ability to present aspects of investigation and composition to a specific audience in an engaging and articulate manner.</li> </ul>                          | <b>High<br/>10-12</b>        |
| <ul style="list-style-type: none"> <li>• Demonstrates sound skills of autonomous investigation in a specialised field.</li> <li>• Demonstrates sound insight, depth and originality, and shows the relationship of your composition to past experiences, interests and initial research.</li> <li>• Demonstrates sound evidence of monitoring, reflecting on and documenting the initial Major Work process.</li> <li>• Demonstrates clear ability to present aspects of the investigation and composition to an audience in an articulate manner.</li> </ul>   | <b>Sound<br/>7-9</b>         |
| <ul style="list-style-type: none"> <li>• Demonstrates some skills of autonomous investigation in a specialised field.</li> <li>• Demonstrates some insight, depth or originality, and can show some link between your composition and past experiences, interests and research.</li> <li>• Demonstrates some evidence of monitoring, reflecting on, and documenting the initial Major Work process.</li> <li>• Demonstrates some ability to present aspects of investigation and composition in a clear manner.</li> </ul>  | <b>Basic<br/>4-6</b>         |
| <ul style="list-style-type: none"> <li>• Demonstrates limited ability to conduct autonomous research in a specialised field.</li> <li>• Demonstrates limited insight, depth and originality, and composition has minimal links to past experiences, interests and research.</li> <li>• Demonstrates limited evidence of monitoring, reflecting on, and documenting the initial Major Work process.</li> <li>• Demonstrates limited ability to present aspects of investigation and composition in a clear manner.</li> </ul>  | <b>Limited<br/>1-3</b>       |

**Journal Expectations**

Teacher review of the Major Work Journal

| <b>Area</b>  | <b>Not Evident</b> | <b>Needs Development</b> | <b>Evident</b> |
|--|--------------------|--------------------------|----------------|
| Concept mapping for generating ideas                                   |                    |                          |                |
| Evidence of experimentation and/or drafting                            |                    |                          |                |
| Evidence of investigation of a variety of composers in the chosen form |                    |                          |                |
| An action plan with milestones   |                    |                          |                |
| Comments:  |                    |                          |                |

