



ORANGE HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

Subject	English Extension 1
Topic	Worlds of Upheaval
Class Teacher	Mrs Carrusca
Head Teacher	Miss Peasley
Year	12
Date Given	Wednesday Week 4, Term 2 – 18/05/22
Date Due	Wednesday Week 6, Term 2 – 01/06/22
Weighting	40%

Assessment Outline

Part 1: Critical Response – 30%

Students are to craft a 1200-1400 word critical response to the following question:

“Chaos in the world brings uneasiness, challenge and even destruction, but it births the opportunity for creativity, growth and progress.”

To what extent have the texts you have studied for the module 'Worlds of Upheaval' depicted scenarios that reflect the above statement?

In your response, refer to at least ONE of your prescribed texts and ONE other related text of your choice.

Submission: Your response must be uploaded to the Google Classroom by 9am on Wednesday 1st of June.

Part 2: Panel Discussion - 10%

Students will participate in a panel discussion in our lesson on Wednesday 1st June. This discussion will allow students to:

- demonstrate critical expertise about their related text/s, its context and connections to the rubric
- share constructive reflection on their composition of the critical response
- reflect on how their study of selected texts have enabled them to shape new perspectives about the human values explored within the Worlds of Upheaval module.

Discussions will be hosted by the teacher, who will ask some of the following suggested questions:

- How has your related text represented a period of change and upheaval?
- Explain how context has shaped the ideas in your related text.
- Why did you choose your related text?
- In what ways are forms and features used to challenge literary conventions in your related text?
- What connections have you found between your related and set texts?
- What has been the most transformative textual experience in this Module for you?
- How have the texts you have studied in this Module inspired thematic and stylistic possibilities for your own creative compositions?
- In what ways has the Module inspired you to consider the potential of texts to transform perspectives about human nature and relationships?
- Wild card mystery question.

Students are required to respond to selected questions, respond and engage with other students' ideas, and to challenge or support others' opinions.

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 a 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 in the assessment booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

EE12- 1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.
EE12- 3 independently investigates and synthesises critical and creative texts to analyse and evaluate, different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.

EE12- 4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.

Marking Criteria

Part 1: Critical Response

Marking Criteria	Mark
<ul style="list-style-type: none"> ● Constructs a sophisticated response to the question, demonstrating an informed and critical perspective on the prescribed and related texts. ● Demonstrates sophisticated analysis of language forms and features with a range of consistent, effective and judiciously selected textual references. ● Demonstrates highly developed control of language and structure to express complex ideas. 	13-15
<ul style="list-style-type: none"> ● Demonstrates a well-developed response to the question, demonstrating an informed and critical perspective on the prescribed and related texts. ● Demonstrates effective analysis of language forms and features with a range of consistent and judiciously selected textual references. <ul style="list-style-type: none"> ● Demonstrates developed control of language and structure to express complex ideas. 	10-12
<ul style="list-style-type: none"> ● Demonstrates an adequate response to the question, demonstrating an informed perspective on the prescribed and related texts. ● Demonstrates sound analysis of language forms and features with a range of relevant textual references. ● Demonstrates sound control of language and structure to express complex ideas. 	7-9
<ul style="list-style-type: none"> ● Demonstrates a response to the question, attempting to demonstrate a perspective. ● Demonstrates attempted analysis of language forms and features with some textual references. ● Demonstrates some control of language and/or structure. 	4-6
<ul style="list-style-type: none"> ● Demonstrates a limited response to the question. ● Demonstrates limited analysis of language forms and features with little to no textual references. ● Demonstrates limited control of language and/or structure. 	1-3
<ul style="list-style-type: none"> ● Presents nothing of relevance to the task 	0

Marking Criteria

Part 2: Panel Discussion

Marking Criteria	Mark
<ul style="list-style-type: none">• Demonstrates sophisticated ability to make complex connections between texts and concepts.• Demonstrates insightful reflection on and evaluation of their personal engagement with texts, ideas and values.• Demonstrates highly developed ability to engage verbally with complex ideas through questioning, responding and elaborating on contributions of others.	9-10
<ul style="list-style-type: none">• Demonstrates well-developed ability to make complex connections between texts and key ideas.• Demonstrates thoughtful reflection on and evaluation of their personal engagement with texts, ideas and values.• Demonstrates well developed ability to engage with complex ideas through questioning, responding and elaborating on contributions of others.	7-8
<ul style="list-style-type: none">• Demonstrates sound ability to make connections between texts and key ideas.• Demonstrates sound reflection on and evaluation of their engagement with texts, ideas and values.• Demonstrates sound ability to engage with ideas through questioning and responding.	5-6
<ul style="list-style-type: none">• Attempts to demonstrates some ability to make connections between texts and key ideas.• Attempts to reflect on their engagement with texts, ideas and/or values.• Demonstrates limited ability to engage with ideas through questioning and/or responding.	3-4
<ul style="list-style-type: none">• Makes little to no attempt to make connections between texts and key ideas.• Makes little to no attempt to reflect on their engagement with texts, ideas and/or values• Makes little to no attempt to engage with ideas through questioning or responding.	1-2
<ul style="list-style-type: none">• Presents nothing of relevance to the task.	0