



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Endurance & Resilience
<b>Class Teacher</b>	Ms Galiatsatos, Mr Murnane, Mr Page <i>or</i> Mr Gilmour
<b>Head Teacher</b>	Miss Scott
<b>Year</b>	7
<b>Date Given</b>	Week 7
<b>Date Due</b>	Week 10
<b>Weighting</b>	25%

### Assessment Outline

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Students are to compose a personal letter in which they showcase their understanding of the ideas covered in the Endurance and Resilience course.

#### **Letter requirements:**

- The letter must be from a character in the text to another character. The character *writing* the letter must be chosen from the list below:
  - Lord of the Flies – Ralph, Piggy, Jack, or Simon.
  - The Happiest Refugee – Tam Do (Dad), Hien Do (Mum), Anh Do, or Khoa Do.
  - Trash – Raphael, Gardo, Father Juilliard, or Rat.
  - Holes – Stanley, Zero, Stanley's Mum, or X-Ray.
- The letter must concern an issue or difficulty the character is facing, that requires endurance and resilience to overcome.
- The letter must acknowledge and explore how the character feels when they face these difficulties and refer to clear ideas or strategies to help them prevail.
- The letter must include several detailed references to the prescribed text to support and clarify their ideas.

#### **Preparation**

- This is an in-class task.
- You will be given time in class to draft and revise your task.
- You will be allowed a one-page cheat sheet, compiled in class, to use during the exam.
- This may be a single letter, or a series of short letters.
- It is to be no longer than 3 pages.

#### **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 classes.

#### **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

EN4-1A: responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-3B: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B: makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

## Marking Rubric:

<b>Criteria</b>	<b>Outstanding</b>	<b>Developed</b>	<b>Sound</b>	<b>Developing</b>	<b>Limited</b>
<b>Creates an engaging and informative letter.</b>	Highly imaginative, engaging, and original content.	Strong imaginative and interesting content.	Sound demonstration of content.	Basic demonstration of content.	Limited demonstration of content.
<b>Explores strategies or ideas regarding Endurance and Resilience.</b>	Sophisticated exploration of strategies or ideas that add depth and authenticity to the letter.	Strong consideration of strategies or ideas that add depth and authenticity to the letter.	Clear reference to an idea that adds interest or helps create a more engaging letter.	Basic reference to an idea or strategy relevant to Endurance and Resilience.	Limited to no use mention of ideas or strategies.
<b>Demonstrates knowledge of their text, its characters and difficulties faced.</b>	Demonstrates a sophisticated knowledge of the text, characters and difficulties.	Demonstrates a strong knowledge of the text, characters, and difficulties.	Sound knowledge of text, characters, and difficulties.	Basic knowledge of text, characters, and difficulties.	Limited knowledge of text, characters, and difficulties.
<b>Composes a well-structured response with the features and conventions of a letter.</b>	Sophisticated and cohesive letter structure. Consistent and considered paragraphing.	Well-developed and mostly cohesive letter structure. Occasional inconsistencies in paragraphing.	Sound use of letter structure. Increasing inconsistencies in paragraphing.	Variable use of letter structure. Inconsistencies in paragraphing impede meaning.	Limited to no use of letter structure. No evidence of paragraphing.
<b>Maintains control of language – spelling, tense, point of view, punctuation.</b>	Sophisticated language use – consistent grammatical features. A diverse range of sentences.	Well-developed language use – minor mechanical issues. A range of sentences used.	Sound use of language. Increasing issues in one area. Evidence of different sentence types.	Variable language use – begins to impede meaning. Mainly simple and compound sentences.	Inconsistent use of language which dramatically impedes meaning.