

Pendle Hill High School
Assessment Task Cover Sheet

Faculty/Subject:	English Standard and Studies	Assessment Task No:	One
Year:	Year 12	Assessment weighting:	25%
Date Given:	Thursday, 14 th November 2019	Due date and time:	5 th February 2020, at the beginning of the English lesson.
Student name:		Teacher:	

Submission Instructions

- The task must be completed by the due date. Hard copies must be handed to your regular classroom teacher during school hours at the beginning of the English lesson for that day and signed for.
- Assignments received after the due date and time will be classed as a late submission, unless an alternate time is stated on the assessment cover sheet.
- Students must attend school and all scheduled classes on the due date of the assessment. See assessment handbook for details.

Absence/Late Submission

Late submission:

- For students in Years 11 and 12, the penalty is zero for work submitted after the due date and time. An immediate N award warning letter will be mailed to parents.
- For students in Years 7, 8, 9 and 10 the penalty is 20% of total mark per day (not marks scored). The penalty includes weekend and public holidays. This will result in an N award warning letter being mailed to parents for Year 9 and 10 students.

Absence:

- **Year 11 -12** - you are required to complete and submit to the front office an **Assessment Appeal form** within 48 hours of returning to school.
- **Year 7 -10** - if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate or other documentation to the front office and your class teacher.
- Failure to provide adequate documentation will result in late submission penalties being applied.

Student Confirmation - please tick

- This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
- I have attached a complete bibliography - where appropriate.
- I have kept a copy of my assignment.

Student Signature: _____

Assessment Task Receipt

Students are to complete before handing in. Teacher signs the receipt that must be kept by the student.

Student Name: _____ Subject: _____

Task No: _____ Due Date: ____/____/____ Date submitted: ____/____/____

Student Signature: _____ Teacher Signature: _____

English Standard and Studies – Year 12 – Common Module

Formal Assessment Task Notification

Context: In this unit students have explored a range of texts, including the prescribed text, the “reality” documentary, *Go Back Where You Came From* by Ivan Mahoney to develop their understanding of the varied and multifaceted nature of the human experience. They have developed their ability to analyse the language forms and features of a variety of texts and have broadened their understanding of the diversity of human experiences and the responses to these experiences.

Task number: 1	Weighting: 25%	Deadline: Term1, 5 th February 2020
<p>Outcomes assessed: EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments EN12-6 investigates and explains the relationships between texts</p>		
<p>Nature of the task: Compose an analytical essay in response to the following question:</p> <p>To what extent does the exploration of human experience in your prescribed text, the “reality”- documentary SBS television series, ‘Go Back To Where You Came From’, and a significant related text of your own choosing, invite you to reconsider your understanding of prejudice?</p> <p>Your answer should consider how form and content have influenced the depiction of the challenges facing adversity in your prescribed and related text.</p> <p>Key Vocabulary: -form: the particular conventions of a text -content: subject matter</p> <p>Each text is of equal value and therefore must comprise 50% of your response</p> <p>Length: 1000-1200 words.</p>		
<p>Marking criteria: You will be assessed on how well you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> address the statement through your exploration of the human experiences as represented in each text <input type="checkbox"/> show an understanding of how form, the language and stylistic choices of each composer are used to communicate ideas prejudice. <input type="checkbox"/> articulate and structure ideas to create a cohesive exploration of both texts. 		
<p>Feedback provided: Students will receive written annotations on the script and comments identifying areas for future improvement on the marking guidelines.</p>		

English Standard – Year 12 – Common Module

Name of Student _____

Marking Guidelines

A student:	Mark range
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a comprehensive understanding of prejudice as represented in both texts <input type="checkbox"/> Provides a highly effective analysis of the ways in which form, content, language and stylistic choices of each composer shape meaning <input type="checkbox"/> Demonstrates highly effective control of language appropriate to an analytical response. 	17–20
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a well-developed understanding of prejudice as represented in both texts <input type="checkbox"/> Provides an effective analysis of the ways in which form, content, language and stylistic choices of each composer shape meaning. <input type="checkbox"/> Demonstrates effective control of language appropriate to an analytical response. 	13–16
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a sound understanding of prejudice as represented in both texts. <input type="checkbox"/> Provides sound analysis of the ways in which form, language and stylistic choices of each composer shape meaning. <input type="checkbox"/> Demonstrates sound control of language appropriate to the analytical form. 	9–12
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some understanding of prejudice as represented in both texts <input type="checkbox"/> Describes the ways in which language and stylistic choices of each composer shape meaning <input type="checkbox"/> Demonstrates variable control of language with some appropriateness to the analytical essay. 	5–8
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates limited understanding of prejudice as represented in one or both texts <input type="checkbox"/> Attempts to describe the ways in which language and stylistic choices of one or both composers shape meaning <input type="checkbox"/> Demonstrates minimal control of language with limited appropriateness to the analytical essay. 	1–4

Feedback: