



Notice of Assessment Task
Year 12 English Studies
ATAR/NON-ATAR STUDENTS

Date of initial notification: Term 1, Week 6, Monday 4 March 2024	Date of draft submission: Term 1, Week 8, Monday 18 March 2024 ***Students must submit their draft no later than this date*** Date of lock-out: Term 1, Week 9, Monday 25 March 2024 Date of submission of task: Term 1, Week 10, Wednesday 3 April 2024
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Teacher: Ms Perwaiz, Miss Woollard	Task Number: 2	Weighting of task: 25%
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Course Component/Focus area/topic/module: English Studies Module A: We are Australians

<p>Task Description</p> <p>You are to create a Google Slide electronic presentation on the core text <i>The Road to Winter</i>. This presentation will have three aspects. <i>You are not physically presenting this assessment task to an audience. It is an electronic submission only.</i></p> <ol style="list-style-type: none">1. Your presentation needs to define TWO (2) concepts or themes studied by your class, (e.g. connection to place, identity, relationships or survival), using research and images.2. Discuss how your TWO (2) concepts are shown in the novel, using quotes and evidence from the text.3. You will need to link your TWO (2) concepts to TWO (2) real world examples in Australian history (such as individuals, groups and events) and support with evidence.4. You will then link your TWO (2) concepts to your own personal experiences with appropriate examples and evidence. <p>Refer to the attached sheet for structure and guiding questions.</p> <p>Students should have a minimum of NINE (9) slides. Each slide should be approximately <u>100 words</u>, with a minimum word count of <u>800 words</u> for the whole presentation.</p> <p>You will be required to be present all day on the due date and submit your electronic copy of your assessment to your classroom teacher via the Google Classroom by 2:50pm on the due date.</p>
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Outcomes/Competencies to be assessed in this task:

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Feedback: *How will I receive feedback on this task?*

During the teaching and learning cycle students can expect to receive personalised peer and teacher feedback on their work samples to help shape their understanding of the requirements of the task. During the assessment period students will receive generalised feedback as a class to guide students to identify their own strengths and weaknesses. After submission of the task students will receive their assessment response annotated with feedback, a copy of the marking criteria with relevant ticks to indicate their level of achievement that will align with their assessment mark and rank for the task and a personalised comment within 10 school days of completing the task.

- Written
- Verbal
- Whole class
- Individual

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

SLIDE LAYOUT CHECKLIST

SLIDE 1

- o Title of presentation
- o Your name
- o Teacher name
- o Class

SLIDE 2

- o Tell me about/define your **first** concept/theme from the Road to Winter.

SLIDE 3

- o Compose a PETAL paragraph using evidence from Road To Winter relating to your **first** concept.
 - How do we see the concept/theme in the novel?
 - Provide examples of times where the concept/theme is shown.

SLIDE 4

- o Compose a PETAL paragraph, linking the **first** theme to an Australian historical event/figure/group.
 - How do they relate to your first concept/theme?
 - Give an example or two about how they show the concept/theme. Make sure you back it up with evidence!

SLIDE 5

- o Compose a PETAL paragraph, linking personal events to the **first** theme.
 - How do you relate to the concept/theme personally?
 - How have you shown it in your everyday life?
 - Give an example or two about how you have shown the concept/theme in your life.

SLIDE 6

- o Tell me about/define your **second** concept/theme from the Road to Winter.

SLIDE 7

- o Compose a PETAL paragraph using evidence from Road To Winter relating to your **second** concept.
 - How do we see the concept/theme in the novel?
 - Provide examples of times where the concept/theme is shown.

SLIDE 8

- o Compose a PETAL paragraph, linking the **second** theme to an Australian historical event/figure/group.
 - How do they relate to your first concept/theme?
 - Give an example or two about how they show the concept/theme. Make sure you back it up with evidence!

SLIDE 9

- o Compose a PETAL paragraph, linking personal events to the **second** theme.
 - How do you relate to the concept/theme personally?
 - How have you shown it in your everyday life?

- Give an example or two about how you have shown the concept/theme in your life.

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- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
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Marking Criteria	
<p>Course Performance Descriptor - <i>Demonstrates detailed knowledge and understanding of how language and other techniques are used to convey meaning in various forms of appropriate short and extended texts. Demonstrates well-developed skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts.</i></p> <ul style="list-style-type: none"> • Effectively explains two different concepts within the novel Road to Winter with extensive textual evidence and highly-developed analysis of extracts. (Provides relevant and substantial extracts from <i>The Road to Winter</i> for both concepts, original analysis of techniques is detailed, extensive explanation and link to two different concepts) • Well-developed ability to link the concepts found within the text to Australian history which is supported by extensive evidence and perceptive analysis. (Provides relevant and extensive links to historical event or person, historical event or person differ for each concept and are thoughtfully chosen). • Well-developed ability to connect the concepts found within the text to personal experiences which is supported by extensive evidence and perceptive analysis. (Provides relevant and extensive links to personal experiences that are thoughtfully chosen to reflect the concept). • Effectively presents an aesthetically pleasing presentation that is clear, fluent and meets requirements. (Within slide limit, information presented in a clear and effective manner, visuals to create a presentation that is engaging and has flair) 	<p>Extensive 21-25</p>
<p>Course Performance Descriptor - <i>Demonstrates sound knowledge and understanding of how language and other techniques are used to convey meaning in various forms of appropriate short and extended texts. Demonstrates sound skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts.</i></p> <ul style="list-style-type: none"> • Clearly explains two different concepts within the novel Road to Winter with thorough textual evidence and well-developed analysis of extracts. (Provides relevant and substantial extracts from <i>The Road to Winter</i> for both concepts, analysis of techniques is detailed, clear explanation and link to two different concepts). • Developed ability to link the concepts found within the text to Australian history which is supported by thorough evidence and analysis. (Provides relevant and detailed links to historical event or person, historical event or person differ for each concept and are thoughtfully chosen). • Developed ability to connect the concepts found within the text to personal experiences which is supported by thorough evidence and analysis. (Provides relevant and detailed links to personal experiences that are thoughtfully chosen to reflect the concept). • Clearly presents an aesthetically pleasing presentation that is clear, fluent and meets requirements. (Within slide limit, information presented in a clear and appealing manner, visuals to create a presentation that is engaging) 	<p>Thorough 16-20</p>

<p>Course Performance Descriptor - <i>Demonstrates developing knowledge and understanding of how language and other techniques are used to convey meaning in various forms of appropriate short and extended texts. Demonstrates developing skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts.</i></p> <ul style="list-style-type: none"> • Appropriately explains two different concepts within the novel Road to Winter with sound textual evidence and developing analysis of extracts. (Provides relevant extracts from <i>The Road to Winter</i> for both concepts, analysis of techniques has some detail, appropriate explanation and link to two different concepts) • Developing ability to link the concepts found within the text to Australian history which is supported by sound evidence and analysis. (Provides some relevant links to historical event or person, historical event or person differ for each concept). • Developing ability to connect the concepts found within the text to personal experiences which is supported by sound evidence and analysis. (Provides some relevant links to personal experiences that are chosen to reflect the concept). • Appropriately presents a presentation that is clear, fluent and meets requirements. (Within slide limit, information presented in a mostly clear manner, visuals are used to attempt to create an engaging presentation) 	<p>Sound 11-15</p>
<p>Course Performance Descriptor - <i>Demonstrates basic knowledge and understanding of how language and other techniques are used to convey meaning in some forms of short and extended texts appropriate to the course. Demonstrates basic skills in constructing appropriate short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts.</i></p> <ul style="list-style-type: none"> • Explains one – two different concepts within the novel Road to Winter with basic textual evidence and description. (Provides extracts from <i>The Road to Winter</i> for 1-2 concepts, some analysis of techniques which may be incorrect, brief explanation and link to 1-2 concepts which may not be clear) • Basic ability to link the concepts found within the text to Australian history which is supported by basic evidence and description. (Provides some links to historical event or person for 1-2 concepts, may have some relevance, historical event or person may not differ for each concept). • Basic ability to connect the concepts found within the text to personal experiences which is supported by basic evidence and description. (Provides brief links to personal experiences that may not fully reflect the concept). • Presents a basic presentation that is not always clear, fluent and meeting requirements. (May not be within slide limit, information may not be presented in a clear manner, visuals detract from or may be missing from the presentation) 	<p>Basic 6-10</p>

- If you are absent on the day that the task is due, you **MUST** see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).
- Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.
- All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.

<p>Course Performance Descriptor - <i>Demonstrates elementary knowledge and understanding of how language and other techniques are used to convey meaning in appropriate texts. Demonstrates elementary knowledge and skills in constructing written, spoken and multi-modal texts at an appropriate level for limited contexts.</i></p> <ul style="list-style-type: none"> • Explains one concept within the novel <i>Road to Winter</i> with elementary textual evidence and description. (May not provide or provide irrelevant extracts from <i>The Road to Winter</i> for 1 concept, limited or no analysis of techniques, limited or no explanation and link to 1 concept) • Limited ability to link the concept found within the text to Australian history which is supported by elementary evidence and description. (Provides limited or no links to historical event or person). • Limited ability to connect the concept found within the text to personal experiences which is supported by elementary evidence and description. (Provides limited or no links to personal experiences). • Presents an elementary presentation that is not always clear, fluent and meeting requirements. (Not within slide limit, information presented is not clear, limited or no visuals used in the presentation) <p style="text-align: center;">OR</p> <p>Non-serious attempt.</p>	<p>Elementary 0-5</p>
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Teacher Comment:
