



Notice of Assessment Task Year 12 English Standard

Date of initial notification: Term 1, Week 8, Wednesday, 20th March 2024, Period 1	Date of submission of task: Term 1, Week 10, Wednesday, 3rd April 2024, Period 1
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Teacher: Ms Zahid, Mrs Taraboulsis	Task Number: 2
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Time Allowed: 1 class period	Weighting of task: 20%
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Course Component/Focus area/topic/module: Module A: Language, Identity and Culture

Task Description:

Students will complete a Listening Task in class.

Students will listen and view **TWO short scenes** with corresponding printed transcripts from their prescribed text 'The Castle'. Each scene will be played twice.

The structure of the assessment will be performed as follows:

- **First playing of the first scene:** students will be allowed to take notes during this time.
- **Second playing of the first scene:** students will be able to begin to answer the short answer response to the first question.
AFTER 20 minutes
- **First playing of the second scene:** students will be allowed to take notes during this time.
- **Second playing of the second scene:** students will be able to begin to answer the short answer response to the first question.
- Students are to **write an analytical response to TWO questions** (one question per recording). Each response should aim to be approximately 300-400 words. Students will use the transcripts provided and their own knowledge of the play to answer these questions.

Students will not be given the questions or extracts prior to the submission date. Students will be required to complete both written responses during the same allocated period.

Outcomes/Competencies to be assessed in this task:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN 12-8 explains and assesses cultural assumptions in texts and their effects on meaning

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.*

Response 1:

Marking Criteria	
<ul style="list-style-type: none"> ● Effectively demonstrates an ability to compose a complex text for analysis which addresses the question/s (insightful discussion of the text in relation to the question, written with confidence and sophistication) ● Presents an cohesive response using relevant, detailed textual knowledge (thesis statement referenced throughout response, detailed analysis of textual evidence throughout, aptly chosen evidence which explore the module in a sophisticated way) ● Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form (response follows correct essay structure with minimal/no lapses, paragraphs used to create a cohesive response, sophisticated language choices used throughout, 700-800 words) 	Extensive 10 - 9
<ul style="list-style-type: none"> ● Thoroughly demonstrates an ability to compose a complex text for analysis which addresses the question/s (thorough discussion of the text in relation to the question, written with confidence) ● Presents a competent response using relevant textual knowledge (thesis statement referenced throughout response, thorough analysis of textual evidence throughout with minor lapses, well chosen evidence that clearly links to the module) ● Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form (response follows correct essay structure with some minor lapses, uses paragraphs to structure response, complex language choices used throughout, 700-800 words) 	Thorough 8 - 7
<ul style="list-style-type: none"> ● Demonstrates an ability to compose a complex text for analysis which addresses the question/s (clear discussion of the text in relation to the question) ● Presents a response using some textual knowledge (clear thesis statement, includes analysis of textual evidence throughout with minor lapses, evidence chosen that links to the module) ● Organises and expresses ideas adequately, using language appropriate to audience, purpose and form (response follows correct essay structure with some minor lapses, uses paragraphs to structure response, some complex language choices evident, 700-800 words) 	Sound 6 - 5
<ul style="list-style-type: none"> ● Describes aspects of the text with some attempt at analysis in relation to the question/s (response mainly falls into recount, attempts to address aspects of the question) ● Attempts a response using limited textual knowledge (describes aspects of the text without using techniques or analysis) ● Attempts to organise some ideas (attempts to follow essay structure, has lapses in structure throughout, uses paragraphs to structure their response, language may be basic, 500-400 words) 	Basic 4 - 3
<ul style="list-style-type: none"> ● Demonstrates elementary textual knowledge which addresses the question/s in a limited way (does not analyse text, response falls into recount, does not relate to the question) ● Attempts to organise a response (does not write response using paragraphs, language may be elementary, up to 300 words) ● Elementary use of spelling, grammar, and punctuation (significant errors evident that affect meaning and fluency) 	Elementary 2 - 1

Teacher comment:

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Response 2:

Marking Criteria	
<ul style="list-style-type: none"> ● Effectively demonstrates an ability to compose a complex text for analysis which addresses the question/s (insightful discussion of the text in relation to the question, written with confidence and sophistication) ● Presents an cohesive response using relevant, detailed textual knowledge (thesis statement referenced throughout response, detailed analysis of textual evidence throughout, aptly chosen evidence which explore the module in a sophisticated way) ● Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form (response follows correct essay structure with minimal/no lapses, paragraphs used to create a cohesive response, sophisticated language choices used throughout, 700-800 words) 	Extensive 10 - 9
<ul style="list-style-type: none"> ● Thoroughly demonstrates an ability to compose a complex text for analysis which addresses the question/s (thorough discussion of the text in relation to the question, written with confidence) ● Presents a competent response using relevant textual knowledge (thesis statement referenced throughout response, thorough analysis of textual evidence throughout with minor lapses, well chosen evidence that clearly links to the module) ● Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form (response follows correct essay structure with some minor lapses, uses paragraphs to structure response, complex language choices used throughout, 700-800 words) 	Thorough 8 - 7
<ul style="list-style-type: none"> ● Demonstrates an ability to compose a complex text for analysis which addresses the question/s (clear discussion of the text in relation to the question) ● Presents a response using some textual knowledge (clear thesis statement, includes analysis of textual evidence throughout with minor lapses, evidence chosen that links to the module) ● Organises and expresses ideas adequately, using language appropriate to audience, purpose and form (response follows correct essay structure with some minor lapses, uses paragraphs to structure response, some complex language choices evident, 700-800 words) 	Sound 6 - 5
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<ul style="list-style-type: none"> ● Demonstrates elementary textual knowledge which addresses the question/s in a limited way (does not analyse text, response falls into recount, does not relate to the question) ● Attempts to organise a response (does not write response using paragraphs, language may be elementary, up to 300 words) ● Elementary use of spelling, grammar, and punctuation (significant errors evident that affect meaning and fluency) 	Elementary 2 - 1

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