



**NARROGIN Senior High School**

**English Assessment Cover Sheet – Upper School**

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| **STUDENT’S NAME** |  | **TEACHER’S NAME** | **HOBSON**  **BISHOP** | **UNIT: Year 12 ATAR** |
| **DATE DUE:** | **Term 3, Week 7 FRIDAY** | **DATE SUBMITTED:** |  | **YEAR: 12** |
| **The words and ideas in this work are all my own. The sources of any information used in the completion of the task are credited in an attached bibliography.** | **STUDENT SIGNATURE:** | **TEACHER SIGNATURE:** |  |  |

**ASSESSMENT WILL BE BASED ON:**

**TASK 13:** Study Journal: Provide an analysis of 1984.

**RESPONDING (5%)**

**TASK DETAILS:** Students will:

* Complete a study journal on the novel, *1984*.

**TEACHING AND LEARNING FOCUS:**

The teaching and learning program for this task will enable students to:

* Practice and refine research skills
* Use conventional quotation and referencing protocols
* Analyse texts in depth

**ASSESSMENT:**

Students will be assessed on:

* The quality of the study journal

**RESOURCES:**

*1984* by George Orwell

Further research undertaken independently

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**ASSESSMENT DETAILS**

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| **OUTCOME** | **ASSESSED** | **SCORE:** |
| **Responding** |  |

**COMMENTS:**

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| **Description** | **Marks** | |
| **Engages with the novel** | **1–5** |
| Engages in depth with the novel by identifying a range of narrative elements and language features; explore the ways in which these communicate ideas. |  |
| **Expression** | **1–5** |
| Presents a fluent response with control of grammar, vocabulary, spelling and punctuation for clarity. |  |
| **Structure** | **1–5** |
| Develops a coherent structure that clearly addresses all journal aspects. |  |
| **Further Research** | **1–5** |
| Demonstrates research skills by sourcing, highlighting, annotating and referencing additional articles. |  |
| **Analysis** | **1–10** |
| Analyse the text: Drawing connections between research and the text, between the ideas explored in the text and other relevant texts; identify how readers are positioned. |  |
| **Total** | **/30** |

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|  | | | **GRADE DESCRIPTIONS** |  | |
| A | Demonstrates sustained control of sophisticated language conventions, varying expression to manipulate language for effect. | | | |
| Demonstrates a sophisticated understanding of purpose, audience and genre in producing and responding to complex texts. | | | |
| Demonstrates understanding of a variety of contexts and synthesises understandings to produce and make critical judgments about texts. | | | |
| Develops structures to manipulate audience responses and makes meaningful connections between a variety of texts. | | | |
| B | Demonstrates control of language conventions for clarity, variety and fluency, and manipulates language for effect. | | | |
| Demonstrates a clear understanding of purpose, audience and genre in producing and responding to texts. | | | |
| Demonstrates understanding of contexts to produce and make critical judgments about texts. | | | |
| Develops well-structured responses that make meaningful connections between texts. | | | |
| **C** | | Demonstrates control of most language conventions for clear communication. | | |
| Demonstrates an understanding of purpose, audience and genre in producing and responding to texts. | | |
| Demonstrates some understanding of the significance of context in producing and making meaning/s of texts. | | |
| Develops clear responses and makes appropriate references to other texts; may include references to familiar experiences. | | |
| **D** | Generally demonstrates appropriate use of language conventions. | | | |
| Demonstrates awareness of language requirements and of genre, but shows limited understanding of purpose and audience. | | | |
| May demonstrate awareness of context in addressing familiar aspects of the topic or task. | | | |
| May attempt to organise ideas but includes little supporting evidence. | | | |
| **E** | Demonstrates some control of language conventions. | | | |
| Meets few of the requirements of the task. | | | |
| Generally demonstrates literal understanding of texts and little or no understanding of context. | | | |
| Offers ideas that are not related or are disconnected.­ | | | |