



**NARROGIN Senior High School**

**English Assessment Cover Sheet – Upper School**

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| **STUDENT’S NAME** |  | **TEACHER’S NAME** | **HOBSON**  **BISHOP** | **UNIT 4: 12 ATAR** |
| **DATE DUE:** |  | **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:** |  |  |

**TASK 14:**

**PART A:** Study Journal: Provide an analysis of the Unit 4 course.

**PART B:** Present a multimodal presentation highlighting what they have learned in Unit 4, in the form of a multimodal presentation on your learning journey, in response to the Year 12 ATAR course, outlining: genres, theories/theorists, conventions, themes and quotes. You can choose to deliver your presentation in the form of your choice, be it a Prezi/PowerPoint/mindmap presentation. Prezis and PowerPoints have a 20 slide maximum.

**ASSESSMENT WILL BE BASED ON:**

**CREATING (10%)**

**TASK DETAILS:** Students will:

* Complete a study journal on the Unit 4 course (excluding *1984*)
* Analyse a number of different texts
* Produce results of this analysis
* Present research/analysis/study in the form of a presentation

**TEACHING AND LEARNING FOCUS:**

The teaching and learning program for this task will enable students to develop the necessary skills to be assessed. These include:

* Opportunities to practice and refine research
* Revision of the codes and conventions of different texts
* Revision of theories

**ASSESSMENT:**

Students will be assessed on:

* The quality of the study journal
* The quality of the final completed presentation and depth of research

**RESOURCES:**

All Unit 4 texts

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**ASSESSMENT DETAILS**

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| **OUTCOME** | **ASSESSED** | **SCORE:** |
| **Creating** |  |

**COMMENTS:**

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| --- | --- | --- |
| **Journal** | **Marks** | |
| **Content** | **1–5** |
| Engages in depth with sources, ideas, contexts, frameworks, values, attitudes and perspectives in texts. |  |
| **Analysis** | **1–5** |
| Analyses texts: Draws connections between research and texts, between the ideas explored in the text and other relevant texts; identifies how readers are positioned. |  |
| **Expression and structure** | **1–5** |
| Presents a fluent response with control of grammar, vocabulary, spelling and punctuation for clarity. |  |
| **Total** | **/15** |

|  |  |  |
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| **Presentation** | **Marks** | |
| **Content** | **1–5** |
| Engages in depth with sources, ideas, contexts, frameworks, values, attitudes and perspectives in texts. |  |
| **Analysis** | **1–5** |
| Analyses texts: Draws connections between research and texts, between the ideas explored in the text and other relevant texts; identifies how readers are positioned. |  |
| **Expression and structure** | **1–5** |
| Presents a fluent response with control of grammar, vocabulary, spelling and punctuation for clarity. |  |
| **Total** | **/15** |

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| **Total** | **/30** |
| **Mark converted to a percentage out of 10% for this assessment** | **10%** |

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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.­ | | | |