***ST CATHERINE’S CATHOLIC COLLEGE***

***Preliminary Course***

***Assessment Task – English Advanced and Standard***

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| **TASK NUMBER** | 1 | **WEIGHTING** | Part A 15%Part B 10%  |
| **DATE / TIMING** | Date Given: 2 February 2017**Due Date: Part A – 29 March 2017** **Part B – 29 March 2017****Late submission penalties will apply as per Assessment Handbook** |
| **CONTEXT / CONCEPT** | Area of Study – Belonging |

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| **TASK DESCRIPTION:** |
| Part AYou are to participate in viva voce. You will bring along your Belonging Resource Folder to present to your two markers. Your markers will use this Resource Folder to frame questions based on Belonging. The viva voce will go for a maximum of five minutes. You will be allocated a time and place to participate in your viva voce.Part BYou will submit your Belonging Resource Folder for marking. Your Resource Folder must contain:* A piece of imaginative writing based on the stimulus page
* An analytical essay addressing a question about Belonging using your prescribed text and at least one related text
* Three related texts as per the Belonging Resource Folder guidelines
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| **OUTCOMES:** |
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| A student:1. describes and explains the relationships between composer, responder, text and context in particular texts2. describes and explains relationships among texts3. develops language relevant to the study of English4. describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses5. demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning6. engages with a wide range of texts to develop a considered and informed personal response7. selects appropriate language forms and features, and structures to explore and express ideas and values8. articulates and represents own ideas in critical, interpretive and imaginative texts9. assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas10. analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts11. draws upon the imagination to transform experience and ideas into text12. reflects on own processes of responding and composing12A. (Advanced Only) demonstrates a capacity to understand and use different ways of responding to and composing particular texts13. reflects on own processes of learning |

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| **MARKING CRITERIA/GUIDELINES:**

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| **Marking Criteria – Viva Voce** | **Mark** |
| * Articulates skilfully their own ideas about the concept ‘Belonging’
* Justifies, insightfully, the selection of related texts in relation to the concept ‘Belonging’
* Demonstrates confidence and skilful control of language, appropriate to the Area of Study, when answering questions
 | **17-20** |
| * Articulates effectively their own ideas about the concept ‘Belonging’
* Justifies the selection of related texts in relation to the concept ‘Belonging’
* Demonstrates confidence and control of language, appropriate to the Area of Study, when answering questions
 | **13-16** |
| * Articulates competently some ideas about the concept ‘Belonging’
* Attempts to justify the selection of related texts in relation to the concept ‘Belonging’
* Demonstrates confidence when answering questions
 | **9-12** |
| * Explains some ideas about the concept ‘Belonging’
* Discusses the selection of related texts, perhaps in relation to the concept ‘Belonging’
* Is hesitant when answering questions
 | **5-8** |
| * Displays limited understanding of ‘Belonging’
* Does not have three related texts
* Makes a limited oral response to questions
 | **1-4** |

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| **Marking Criteria – Imaginative Writing** | **Mark** |
| * Composes skilfully an engaging piece of imaginative writing based on the concept ‘Belonging’ and a stimulus
* Skilfully explores an aspect of ‘Belonging’
* Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form
 | **17-20** |
| * Composes effectively a piece of imaginative writing based on the concept ‘Belonging’ and a stimulus
* Effectively explores an aspect of ‘Belonging’
* Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form
 | **13-16** |
| * Composes a piece of imaginative writing based on the concept ‘Belonging’ and a stimulus
* Explores an aspect of ‘Belonging’
* Demonstrates adequate control of language and structure appropriate to audience, purpose, context and selected form
 | **9-12** |
| * Attempts to compose a piece of writing
* Attempts to explore an aspect of ‘Belonging’
* Demonstrates limited control of language and structure appropriate to audience, purpose, context and selected form
 | **5-8** |
| * Attempts to compose a response
* Demonstrates elementary control of language
 | **1-4** |

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| **Marking Criteria – Analytical Essay** | **Mark** |
| * Demonstrates a highly developed understanding of the concept of ‘Belonging’ and writes a highly effective response that fully meets the demands of the question
* Writes highly effectively, using appropriate texts in a discerning way
* Composes a well-integrated response using language appropriate to purpose, audience and context
 | **17-20** |
| * Demonstrates a well-developed understanding of the concept of ‘Belonging’ and writes an effective response that meets the demands of the question
* Writes effectively, using appropriate texts in a thoughtful way
* Composes a cohesive response using language appropriate to purpose, audience and context
 | **13-16** |
| * Demonstrates an understanding of the concept of ‘Belonging’ and writes a satisfactory response that substantially meets the demands of the question
* Presents ideas using appropriate texts in a sound way
* Composes a response using language appropriate to purpose, audience and context
 | **9-12** |
| * Demonstrates understanding of aspects of the concept of ‘Belonging’ and writes a response that is limited in meeting the demands of the question
* Presents ideas in a limited way
* Attempts to compose a response with some appropriateness to purpose, audience and context
 | **5-8** |
| * Demonstrates an elementary understanding of the concept of ‘Belonging’
* Attempts to describe what composers say about ‘Belonging’
* Refers to text(s) in an elementary way
* Attempts to compose a response
 | **1-4** |

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| **Marking Criteria – Related Texts** | **Mark** |
| * Selects sophisticated texts that allow for exploration of mainstream and resistant ideas about ‘Belonging’
* Insightfully analyses related texts
* Makes meaningful connections during synthesis of texts
* Reflects maturely on the process of compiling the Resource Folder and how it is helping to broaden their understanding of the concept of ‘Belonging’
 | **8-10** |
| * Selects texts that allow for exploration of mainstream and resistant ideas about ‘Belonging’
* Competently analyses related texts
* Makes connections during synthesis of texts
* Reflects on the process of compiling the Resource Folder and how it is helping to broaden their understanding of the concept of ‘Belonging’
 | **5-7** |
| * Selects texts that reflect ideas about ‘Belonging’
* Attempts to analyse related texts
* Makes limited connections between texts
* Reflects on the process of compiling the Resource Folder **OR** how it is helping to broaden their understanding of the concept of ‘Belonging’
 | **2-4** |
| * Does not have three related texts
* Writes generally about the texts
* Makes no connection between texts
* Does not reflect on the process
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| **Teachers: Ms A. Partridge, Mrs R. Price, Miss S. Purnell** | **Co-ordinator: Ms A. Partridge** |

**HSC/ Area of Study Assessment,**

**STUDENTS RECEIVING ASSESSMENT TASK #1**

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