JOHN EDMONDSON HIGH SCHOOL
Assessment Notification

Faculty: English  Course: HSC  Year: 12

Assessment Task: Module A: Textual Conversations Task

Assessment Weighting: 20%  Due: Term 1  Week 9 Date: Friday 29th March

Task Type: Hand in Task ☒ In Class Task ☐ Practical Task ☐

Outcomes assessed (NESA)

| EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA 12-9 |

Task Description/Overview

Students will compose a SPEECH Transcript in which they discuss and evaluate the textual conversation between their prescribed texts, *King Richard III* and *Looking For Richard*. Students will reflect on their composition in an accompanying document.

Detailed Assessment Task Description

Part A) 800- 1000 words maximum = 20 Marks
You must write the **transcript of a speech**, which is to be presented to students at a HSC Seminar called “Mastering the Modules”. In this oration you must examine:

“The pursuit of individual recognition is an idea which resonates through both *King Richard III* and *Looking For Richard*.”

How is this idea shaped and reshaped in texts from different contexts?

Part B) 400-500 words maximum =10 Marks
In your **reflection statement** you must identify and explain ways in which you have used text form and features to craft an engaging, informative speech for the target audience. Through key examples/ quotes from your own work, this should entail analysis of:

- Speech style ie Discursive / Persuasive/ Analytical
- Rhetorical features and the intended effect
- Literary elements and their purpose
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<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
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| Outstanding (O) | • Skilfully demonstrates an understanding of how the pursuit of individual recognition is represented within the paired texts  
• Skilfully discusses and analyses BOTH texts using effective, relevant and detailed textual knowledge  
• Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form | 17-20      |
| High (H)       | • Competently demonstrates an understanding of how the pursuit of individual recognition is represented within the paired texts  
• Competently discusses and analyses the BOTH texts using effective and relevant detailed textual knowledge  
• Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form | 13-16      |
| Sound (S)      | • Demonstrates an understanding how the pursuit of individual recognition is represented within the paired texts  
• Presents a discussion of the texts using relevant detailed textual knowledge  
• Organises, develops and expresses ideas in a sound manner using  
• language appropriate to audience, purpose and form | 9-12       |
| Basic (B)      | • Demonstrates a basic understanding of how the pursuit of individual recognition is represented within the paired texts  
• Presents a basic response describes and analyses each text.  
• Attempts in a basic manner to organise, develop and express ideas using language appropriate to audience, purpose and form | 5-8        |
| Limited (L)    | • Demonstrates a limited understanding of how the pursuit of individual recognition is represented within the paired texts  
• Demonstrates limited textual knowledge of each text  
• Attempts in a limited manner to organise, develop and express ideas using language appropriate to audience, purpose and form | 1-4        |
## REFLECTION STATEMENT

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<th>Assessment Criteria</th>
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| **Outstanding (O)** |  ● Assesses their use of text form and structure with insightful assessment of own ideas and style  
   ● Provides details, textual references and elaboration within their skilful reflection statement  
   ● Writes with confidence and flair and a competent use of spelling, grammar and punctuation to shape meaning | 9-10 |
| **High (H)** |  ● Assesses their use of text form and structure with reasonable assessment of their own ideas and style  
   ● Provides details, textual references and elaboration within their competent reflection statement  
   ● Effective use of spelling, grammar and punctuation | 7-8 |
| **Sound (S)** |  ● Describes own text form and structure with some assessment of their own ideas and style  
   ● Provides adequate responses with references to own writing within their reflection statement / may be inconsistent  
   ● Sound use of language, spelling, punctuation and grammar | 5-6 |
| **Basic (B)** |  ● Reflects on form and structure  
   ● Attempts to provide responses with basic references to own writing within their reflection statement, but may inconsistent  
   ● Inconsistent use of language, spelling, punctuation and grammar | 3-4 |
| **Limited (L)** |  ● Partial reflection that describes their composition  
   ● Limited attempts to provide textual references within their reflection statement  
   ● Limited;elementary use of language, spelling, punctuation and grammar | 1-2 |

### Satisfactory completion of courses
A course has been satisfactorily completed, when the student has:
- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes