



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English Course: Advanced

Assessment Task: Yearly Examination

Assessment Weighting: **40%** Due: Term 3, Week 9 Date: Monday 16th September, 2024

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

EA11.1, EA11.2, EA11.3, EA11.4, EA11.5, EA11.7, EA11.8, EA11.9

Task Description/Overview

In exam conditions, students will respond to unseen texts in short answers and compose lengthier responses, in different forms.

Detailed Assessment Task Description

Part One: Reading to Write

You will:

- Respond analytically to a few **unseen texts** that represent different aspects / notions relating to the concept of identity.*
- Compose** an original short **imaginative, discursive or persuasive piece**, inspired by the prompt provided

Part Two: Modules

You are required to address **TWO questions**, by discussing text references, knowledge and understanding of the prescribed texts:

- Ray Bradbury's novel ***Fahrenheit 451*** and HBO's 2018 film ***Fahrenheit 451***
- William Shakespeare ***Macbeth***

*Due to the unseen nature of this section, no marking guidelines can be provided.

Assessment Criteria – Part ONE (original writing)

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none">• composes a highly effective, sustained, imaginative/ discursive/ persuasive text to represent their understanding of identity• uses a wide range of language forms and features creatively and effectively• addresses purpose and audience in sophisticated ways• Writes with confidence and flair and a competent use of spelling, grammar and punctuation to shape meaning	9-10
High (H)	<ul style="list-style-type: none">• composes a sustained and imaginative/ discursive/ persuasive critical text to represent their understanding of identity• uses a range of language forms and features, related to their chosen forms• demonstrates a clear sense of purpose and sense of audience• Effective use of spelling, grammar and punctuation	7-8
Sound (S)	<ul style="list-style-type: none">• composes a texts which represents their understanding of identity• uses language forms and features, related to their chosen forms• demonstrates some purpose and awareness of the audience• Sound use of language, spelling, punctuation and grammar	5-6
Basic (B)	<ul style="list-style-type: none">• composes a text which represents a basic understanding of identity• uses some language forms and features, related to their chosen forms• demonstrates inconsistent or ineffective purpose• Inconsistent use of language, spelling, punctuation and grammar	3-4
Limited (L)	<ul style="list-style-type: none">• attempts to represent/represents a limited understanding of identity• limited use of appropriate language forms and features• minimal evidence of purpose• Limited/elementary use of language, spelling, punctuation and grammar	1-2

Assessment Criteria – PART TWO: Module A *Fahrenheit 451*

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • Explains conceptually how the module showcases rubric concerns • Evaluates skillfully the relationship between texts and perspectives using well-selected and detailed textual references from the prescribed texts as appropriate to the question • Composes an insightful response using language appropriate to audience, purpose and form 	13-15
High (H)	<ul style="list-style-type: none"> • Explains conceptually how the module showcases rubric concerns • Evaluates effectively an understanding of the relationship between texts and perspectives using detailed textual references from the prescribed texts as appropriate to the question • Composes an effective response using language appropriate to audience, purpose and form 	10-12
Sound (S)	<ul style="list-style-type: none"> • Explains how the module showcases rubric concerns • Explains adequately an understanding of the relationship between texts and perspectives using some relevant textual references from the prescribed texts as appropriate to the question • Composes a sound response using language appropriate to audience, purpose and form 	7-9
Basic (B)	<ul style="list-style-type: none"> • Describes some aspects of how the module showcases rubric concerns • Demonstrates some understanding of the relationship between texts and contexts • Composes a limited response 	4-6
Limited (L)	<ul style="list-style-type: none"> • Describes some aspects of the prescribed text(s) • Attempts to describe aspects of texts and contexts • Attempts to compose a response to the question 	1-3

Assessment Criteria – PART TWO: Module B

Macbeth

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none">Analyses skillfully how the prescribed text's language shapes representations/ ideasDemonstrates an insightful evaluation of context, language, form and ideas using well-selected and detailed analysis of textual referencesComposes a perceptive argument that uses language appropriate to audience, purpose and form	13-15
High (H)	<ul style="list-style-type: none">Analyses effectively how the prescribed text's language shapes representations/ ideasDemonstrates an effective evaluation of context, language, form and ideas using well-selected analysis of textual referencesComposes an effective argument that uses language appropriate to audience, purpose and form	10-12
Sound (S)	<ul style="list-style-type: none">Analyses how the prescribed text's language shapes representations/ ideasDemonstrates an understanding of context, language, form and ideas using textual referencesComposes a sound argument using language appropriate to audience, purpose and form	7-9
Basic (B)	<ul style="list-style-type: none">Describes some aspects of the prescribed textDemonstrates some understanding of context, language and form with limited textual referencesComposes a limited response	4-6
Limited (L)	<ul style="list-style-type: none">Attempts to describe some aspects of the prescribed textAttempts to compose a response	1-3

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