



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 3 – Year 12 English Advanced

Course:	English Advanced	Year:	12
Topic:	Module B: Critical Study of Literature		
Assessment Name:	Essay		
DATE DUE:		Weighting	20%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Explore a wider range of ideas from the prescribed text (content)</i> <input type="checkbox"/> <i>Include more specific textual evidence</i> <input type="checkbox"/> <i>Analyse construction, content and language in more detail (construction/language)</i> <input type="checkbox"/> <i>Include more reference to perspectives of others</i> <input type="checkbox"/> <i>Revise correct structure of essay / introduction / body / conclusion</i> <input type="checkbox"/> <i>Edit focusing on spelling / syntax / grammar / punctuation / vocabulary</i>		
Progress Check Date:			

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:

✂-----

Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	The critical study of a text enhances understanding of the distinctive qualities of a text, notions of textual integrity and significance.
Skills, knowledge and understanding being demonstrated:	Compose an essay for the question below analysing the ideas and prescribed text for Module B using research to inform your perspective. Your prescribed text is:.....
Task Requirements:	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>The analysis of construction, content and language and the consideration of others' perspectives of a particular text leads to a greater understanding of enduring value and textual integrity.</p> <p>Evaluate this statement with detailed reference to your prescribed text.</p> </div> <p>Your essay response must use appropriate structural and language conventions and be approximately 1200 – 1500 words in total. It may be typed or handwritten and must be in either black or blue ink.</p>
Syllabus Outcomes:	EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
<p>All English assessment tasks are due at the beginning of the English period on the due date. Students are responsible for ensuring that the task is ready to be submitted and/or completed at the beginning of the period. Students are strongly advised to hand write or print the task (where applicable) the day before the task is due. Students are strongly advised to email their teacher a copy of any task with an ICT component (where applicable) the day before the task is due. A transcript of any oral presentation must be submitted on the due date at the beginning of the English period.</p> <p>Tasks will not be accepted without a completed Cover Sheet attached.</p> <p>Any student who is absent from the English period on the due date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and task must be submitted to the Head Teacher of English on the first day back from absence and the student must complete the task as directed.</p>	

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *English* is _____

Learning in *English* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Composes and submits an essay response, using the given question, integrating textual evidence from the prescribed text					
Literacy / Numeracy skills assessed	Academic English, including evaluative language, appropriate register and modality					
	Use of spelling, syntax, punctuation and grammar					
Processes Demonstrates Skills Knowledge Understanding	Uses the given question to compose an essay response					
	Uses correct structural conventions					
	Integrates specific textual evidence from the prescribed text					
	Analyses the construction, content and language					
	Explores the ideas of the text					
	Incorporates and evaluates the perspectives of others					

Explanation of Marking Criteria

A 17, 18, 19, 20	<i>A student in this band:</i> <ul style="list-style-type: none"> • Composes a highly developed essay using the given question • Insightfully integrates textual evidence from the prescribed text • Uses correct structural and language conventions of an essay with outstanding skill and flair • Demonstrates highly developed academic English and evaluative language • Uses highly developed language that is appropriate for purpose and audience.
B 13, 14, 15, 16	<i>A student in this band:</i> <ul style="list-style-type: none"> • Composes a well developed essay using the given question • Effectively integrates textual evidence from the prescribed text • Uses correct structural and language conventions of an essay with sustained skill and flair • Demonstrates well developed academic English and evaluative language • Uses well developed language that is appropriate for purpose and audience.
C 9, 10, 11, 12	<i>A student in this band:</i> <ul style="list-style-type: none"> • Composes a developed essay using the given question • Competently integrates textual evidence from the prescribed text • Uses correct structural and language conventions of an essay with some flair • Demonstrates developed academic English and evaluative language • Uses developed language that is appropriate for purpose and audience.
D 5, 6, 7, 8	<i>A student in this band:</i> <ul style="list-style-type: none"> • Composes a developing essay using the given question • Inconsistently integrates textual evidence from the prescribed text • Uses mostly correct structural and language conventions of an essay • Demonstrates developing academic English and evaluative language • Uses developing language that is appropriate for purpose and audience.
E 1, 2, 3, 4	<i>A student in this band:</i> <ul style="list-style-type: none"> • Composes an elementary essay using the given question • Integrates very limited textual evidence from the prescribed text • Uses elementary structural and language conventions of an essay • Demonstrates very limited academic English and evaluative language • Uses undeveloped language.

FEEDBACK from Teacher:

Teacher Signature		Mark	
-------------------	--	------	--