



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 3 – Year 12 English Standard

Course:	English Standard	Year:	12
Topic:	Module B: Close Study of Literature		
Assessment Name:	Essay		
DATE DUE:	Wednesday 1 July, Week 10, Term 2, Period 1	Weighting	20%
STUDENT NAME:			

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:

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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 close study of a text enhances understanding of the distinctive qualities of a text and how these qualities shape meaning.
Skills, knowledge and understanding being demonstrated:	Compose an essay for the question provided analysing the ideas and prescribed text for Module B using research to inform your perspective. Your prescribed text is:.....
Task Requirements:	You will be provided an essay question on the day of your assessment. You will have ONE period to write your response under examination conditions. No resources are to be used during the assessment. To prepare for your assessment: <ul style="list-style-type: none"> • Review structural and language conventions for essays, including PETAL internal structure of paragraphs. • Review your prescribed text. • Learn quotes and prepare textual evidence from your prescribed text. • Review the characteristic and ideas of your prescribed text and how these establish its distinctive qualities.
Syllabus Outcomes:	<p>EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning</p>
<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 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	Uses correct structural conventions					
	Uses the given question to compose an essay response					
Demonstrates Skills						
Knowledge	Integrates relevant and specific textual evidence from the prescribed text					
Understanding	Understands how textual features and distinctive qualities convey meaning					
	Analyses the construction, content and language					
	Explores the ideas of the text					

Explanation of Marking Criteria

A 17, 18, 19, 20	<p><i>A student in this band:</i></p> <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	<p><i>A student in this band:</i></p> <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.

<p>C 9, 10, 11, 12</p>	<p><i>A student in this band:</i></p> <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.
<p>D 5, 6, 7, 8</p>	<p><i>A student in this band:</i></p> <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.
<p>E 1, 2, 3, 4</p>	<p><i>A student in this band:</i></p> <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	
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