Year 12 English (Standard)

Module A Assessment Task 2024

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| **TOPIC**: Module A – Language Identity and Culture | **MARKS:** /20  |
| **SUBMISSION REQUIREMENTS:** This task is to be completed **in 50 minutes during class Period 3 (English)** on Wednesday, 10th April – Week 11, Term 1, 2024. No notes or drafts may be used while writing this response in class.Failure to complete the task on the scheduled date and time will result in a mark of zero being recorded and an ‘N’ Warning letter issued. Applications for Illness/Misadventure must be completed using the appropriate form from the Assessment Handbook, accompanied with supporting third-party documentation (e.g. a doctor’s certificate).Students who do not submit the task on the required date and time must complete the task on the next day that they attend school, unless prior arrangements have been made.Drafts will be in the form of essay planning scaffolds. As per the Senior Assessment Procedures, “Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 calendar days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.”  | **WEIGHTING:**  25%  |
| **OUTCOMES TO BE ASSESSED:****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**EN12-7** **explains** and **evaluates** the diverse ways texts can represent personal and public worlds**EN12-8** **explains** and assesses cultural assumptions in texts and their effects on meaning |
| **DIRECTIONAL VERBS:****Evaluate**: Make a judgement of value, quality, outcomes, results or size; determine the value of**Analyse**: Identify components and the relationship between them; draw out and relate implications**Discuss:** Identify issues and provide points for and/or against**Explain**: Relate cause and effect; make the relationships between things evident; provide why and/or how**Challenge:** Dispute the truth or validity of. |
| **TASK DESCRIPTION:**Students are to write an essay in response to the following:*“To what extent does Lawson’s use of language challenge assumptions about culture?”*Discuss this statement with close reference to ***at least two (2)*** of Lawson’s short stories.In your response you should:* Make a judgement of to what extent Lawson uses language to challenge assumptions about culture.
* Focus on how language forms and features shape and reflect ideas about culture
* Refer to at least two (2) of the prescribed short stories from the following:
	+ Lawson, Henry, *The Penguin Henry Lawson Short Stories*, Penguin, 2009
		- ‘The Drover’s Wife’
		- ‘The Union Buries Its Dead’
		- ‘Shooting the Moon’
		- ‘Our Pipes’
		- ‘The Loaded Dog’
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| **ASSESSMENT CRITERIA:**In writing the essay in response to the statement, a student should: **Compose** an essay that includes the following:* An introduction with thesis statement and response to the question, introduction of the texts and key ideas to be discussed in supporting thesis.
* A series of body paragraphs that include topic sentences, judiciously selected textual evidence/quotes, relevant analysis, and sustained thesis development.
* A conclusion summarising and reiterating their thesis statement.
* An **evaluation** of how composers use language techniques, forms and features to **challenge** assumptions about culture.
* Reference to at least **two (2)** of Lawson’s short stories.

**In your answer you will be assessed on how well you:*** demonstrate understanding of how ideas about setting, character, language, identity and culture are expressed through texts
* demonstrate understanding of how language is used to shape meaning about

individual and/or collective identity* organise, develop and express your ideas using language appropriate to audience,

purpose and form**Drafting:**Students can submit 1 complete essay as a draft one week out, before 3PM on Wednesday 3rd April. You will be required to ask for feedback on 2 out of the 3 areas of improvement. These areas are: * Structure
* Answering the question
* Use of examples
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|  **ASSESSMENT MARKING CRITERIA** |
| **Module A: Language, Identity and Culture** **Outcomes: EN12-3, EN12-7, EN12-8** | **Mark** | **Grade** |
| The student composes a highly effective essay that **evaluates** to what extent Henry Lawson’s texts challenge assumptions about culture. The student provides detailed and highly relevant **analysis** of Lawson’s use of language forms, features and structures in order to **explain** how he challenges assumptions about culture. Ideas are organised, developed and expressed effectively and language use is sustained and highly appropriate throughout.  | 17-20 | A |
| The student composes an effective essay that **evaluates** to what extent Henry Lawson’s texts challenge assumptions about culture. The student provides a detailed **analysis** of Lawson’s use of language forms, features and structures in order to **explain** how he challenges assumptions about culture. Ideas are organised, developed and expressed competently and language is mostly sustained and appropriate.  | 13 -16 | B |
| The student composes a sound essay that **evaluates** to what extent Henry Lawson’s texts challenge assumptions about culture. The student provides sound **analysis** of Lawson’s use of language forms, features and structures in order to **explain** how he challenges assumptions about culture. Ideas are organised, developed and expressed in a sound manner and language is sustained and appropriate, although minor errors may exist.  | 9 - 12 | C |
| The student composes a response that describes aspects of the text with some reference to how Henry Lawson’s texts challenge assumptions about culture. The response is based mainly on recount but may contain limited **evaluation** of Lawson’s use of language forms, features and structures and limited **explanation** ofhow he challenges assumptions about culture. Ideas are underdeveloped and the response lacks organisation. The language use is limited and contains frequent errors in spelling, punctuation and grammar.  | 5 - 8 | D |
| The student composes a response that attempts to describe aspects of the text and may imply what we learn about how Henry Lawson’s texts challenge assumptions about culture. The student may mention techniques but demonstrates no understanding of how language is used to shape meaning. The response may be brief and structured in a limited way with frequent errors in spelling, punctuation and grammar.  | 1 – 4  | E |