



# Nepean Creative & Performing Arts High School

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## ASSESSMENT TASK COVER SHEET

Updated Nov 2018

**Course Name: Year 12 Advanced English 2018**

**Due date for task: Term 3 Week 4B 14<sup>th</sup> August 2018**

**Assessment Task Number: 5**

**Assessment Task Title: Judith Wright - Mod C Writing**

**Assessment Weighting: 15%**

**Total Marks Allocated to this task: 15 Marks**

### Task Description

- This task will require you to answer in a critical extended response the question outlined below. You will need to reference Wright's prescribed poems and related materials.
- You will have 40 min to write your response
- You will not be permitted to take any notes into the task

**Explore and evaluate how poetry and other texts have the capacity to represent ideas such as; the relationship between individuals or groups; and real, remembered or imagined landscapes. You must refer to your prescribed collection of Wright's Poems and one other piece of related material.**

**Advanced Prescribed Texts:** Judith Wright - Representing People and Landscapes ( Representation and Text )

### Submission Details:

- The student must be responsible for having assessments signed off in the teacher's register.
- The student must be prepared and present **in class on the due date** to complete the response.
- **Doctor's Certificates** are required for all absences.
- **Electronic issues** are NOT the responsibility of your teacher. This includes an inability to print work. Students must take into account possible issues and ensure that work is completed by the due date. Failure to submit assessment tasks on time will result in an N Award warning. Any misadventures will only be approved at the Head Teacher's discretion and will need appropriate paperwork.
- If **school commitments** clash with the date of an assessment then the student must speak to the Head Teacher at least **one week** prior to the due date to arrange an alternative. Failure to do this will result in a zero.

### Things you need to **KNOW** to complete this task:

<b>Content</b>	<ul style="list-style-type: none"> <li>• Read and be familiar with your core text and related material.</li> <li>• Be aware of the ideas and concepts surrounding your Module's focus area.</li> <li>• Formulate study notes and obtain a collection of examples and quotes that relate to your key focus area</li> <li>• Consider and know the rubric and its outline of the aspects of representation and text</li> <li>• Practise completing written responses within a 40 minute time frame.</li> </ul>
<b>Skills (verbs)</b>	<ul style="list-style-type: none"> <li>• Organise, develop and express</li> <li>• Demonstrate</li> <li>• Analyse</li> <li>• Synthesise</li> <li>• Evaluate</li> </ul>

### Things you need to **DO** to complete this task:

Step	Things I will do	What I will see as a result
1		
2		
3		
4		
5		

### My Assessment Task Planner:

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

## Outcomes to be Assessed:

1. A student demonstrates an understanding of how relationships between composer, responder, text and context shape meaning.
5. A student analyses the effect of technology and medium on meaning.
6. A student engages with the detail of text in order to respond critically and personally.

## Assessment Marking Guidelines

Grade	Marking Criteria	Marks
A	<ul style="list-style-type: none"><li>• Demonstrates an insightful, conceptual understanding of representing People and landscapes.</li><li>• Presents a well developed, substantial response to the question that demonstrates an extensive knowledge and understanding of their prescribed text.</li><li>• Presents an effective and well supported response that uses language appropriate to audience, purpose and form.</li><li>• Organizes, develops and expresses ideas effectively, using language appropriate to audience, purpose and form.</li></ul>	13-15
B	<ul style="list-style-type: none"><li>• Demonstrates a conceptual understanding of representing people and landscapes</li><li>• Presents a developed response to the question that demonstrates a detailed understanding of their prescribed text.</li><li>• Displays a solid ability to use language that is appropriate to audience, purpose and form.</li><li>• Organizes, develops and expresses ideas, using language appropriate to audience, purpose and form.</li></ul>	10-12
C	<ul style="list-style-type: none"><li>• Demonstrates some conceptual understanding of representing people and landscapes</li><li>• Presents a response that makes an attempt to provide adequate reference their prescribed text.</li><li>• Displays the ability to use language that is appropriate to audience, purpose and form but does so inconsistently.</li><li>• Develops and expresses some ideas, using language appropriate to audience, purpose and form.</li></ul>	7-9
D	<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of representing people and landscapes</li><li>• Presents a response that employs limited or generalized reference to the required prescribed text.</li><li>• Displays a minimal understanding of the way language is used to reflect audience and purpose.</li><li>• Expresses ideas with a limited understanding of audience, purpose and form.</li></ul>	4-6
E	<ul style="list-style-type: none"><li>• Demonstrates minimal or no understanding of representing people and landscapes</li><li>• Presents a weak and often incorrect response with little or no references to the prescribed text.</li><li>• Displays no real understanding of audience, purpose and form.</li></ul>	1-3
NA	<ul style="list-style-type: none"><li>• Fails to engage legitimately with the task</li></ul>	

## ALARM SCAFFOLD TO ASSIST YOU TO RESPOND TO QUESTIONS

<b>Topic Name</b>	
<b>Summary</b>	<i>What is this topic about?</i>
<b>Criteria</b>	<i>What criteria should be used to decide how important or effective something is?</i>

Name and Define	Describe	Explain	Analyse	Critically Analyse	Evaluate
<i>What is it?</i>	<i>What are its properties?</i>  Techniques	<i>What is its function?</i>	<i>How does it work?</i>	<i>What message is shaped or gained?</i>	<i>How important is it?</i>  <i>How well does it do it/ to what extent?</i>
Component #1					
Component #2					
Component #3					
Component #4					
Component #5					
Component #6					

<b>WHY IMPORTANT?</b>	<b>Critically Evaluate</b>	<i>How much does each component contribute and what is the overall effect?</i>
	<b>Conceptualise</b>	<i>What is the essential idea?</i>
	<b>Appreciation</b>	<i>How is this connected to the question?</i>