



MOUNT ANNAN HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

FACULTY	ENGLISH	COURSE	STANDARD ENGLISH	YEAR	12
TASK NUMBER	2	TASK NAME	MODULE A: LANGUAGE, IDENTITY AND CULTURE (IN CLASS ESSAY)		
TASK WEIGHT	25%				
DATE OF NOTIFICATION	MONDAY WEEK 6, TERM 1 2024 (4.3.24)				
DUE DATE	WEDNESDAY WEEK 8, TERM 1 2024 (20.3.24)				

TASK DESCRIPTION / INSTRUCTIONS

What do you need to do?

Total Marks: 20 marks

You are to write an in class **critical essay** on our module, 'Language, Identity and Culture', and the prescribed text '*The Castle*' by Rob Sitch. **You will receive the question on the day.**

How do I do this?

You **must**:

- Write a **complete essay**, which has an introduction, body TEEEL paragraphs and a conclusion.
- You are permitted to have your English book for this assessment task.
- Make detailed references (**quotes** and discussion of **film techniques**) to the prescribed text, *The Castle* by Rob Sitch.
- Make detailed references to the module, 'Language, Identity and Culture'.
- Be neatly handwritten in blue or black pen.
- Use writing booklets provided.

How do I submit this?

- You will complete this essay in class time during your English period.
- You **WILL NOT** go to roll call on this day, instead, come to **A-block at 8:45am**. Attendance will be marked there.

You will be assessed on how well you:

- Draw on your prescribed text, *The Castle*, to express your understanding of the relationship between language, identity and culture.
- Critically analyse the key language forms, features and structure of the text to show how cultural perspectives have been captured and conveyed. Your prescribed text is a film so ensure you focus on how film techniques are used to communicate cultural perspectives.
- Use the essay format to express your critical ideas in a clear, coherent and structured form.

If you wish to submit a draft, this must be submitted no later than **Wednesday 13th March, 2024**. Your teacher will provide you with feedback, but will not award you a suggested mark. You may choose a past HSC question to complete this draft as practice for the assessment task.



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OUTCOMES

The outcomes being assessed in this task are:

- **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **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
- **EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- **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

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-scedules.html>



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Tear this off and submit with your completed task.

Statement of Authenticity and Academic Integrity

In signing this statement, you are certifying that:

- the planning, development, content and presentation of this assessment is your own work in every respect
- this assessment task has not been copied from another person's work, from books, the internet, or any other source
- you have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development

Malpractice procedures will be followed if you are found to be contravening the above statement

Name: _____ Signed: _____

Date: _____



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MARKING CRITERIA

A student in this range is able to:	Mark/Grade
<ul style="list-style-type: none"> ● Insightfully addresses the question by discussing how the composer of the prescribed text has effectively captured and conveyed unique cultural identity. EN12-1, EN12-8 (<i>Uses the essay format to express ideas about cultural perspectives in an analytical, coherent and structured form and with a personal voice. / Explains and assesses ideas about cultural perspectives and how these shape understanding of the prescribed text.</i>) ● Sophisticated analysis of the language forms and features of the prescribed text to make relevant and insightful connections between language, culture and identity. EN12-3, EN12-7 (<i>Skillfully analyses film techniques and explains in detail how they are employed to convey the composer's cultural perspectives. / Explains the ways the prescribed text reflects one's personal context and other contexts.</i>) ● Skilfully organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form. EN12-5 (<i>Thinks analytically and perceptively to compose a critical essay that includes well-selected evidence and coherent arguments about the composer's cultural perspectives.</i>) 	<p>A</p> <p>17-20</p>
<ul style="list-style-type: none"> ● Effectively addresses the question by discussing how the composer of the prescribed text has effectively captured and conveyed unique cultural identity. EN12-1, EN12-8 (<i>Uses the essay format to express ideas about cultural perspectives in an analytical, coherent and structured form but it may lack a consistent personal voice. / Explains ideas about cultural perspectives and how these shape understanding of the prescribed text.</i>) ● Effectively analyses the language forms and features of the prescribed text to make relevant connections between language, culture and identity. EN12-3, EN12-7 (<i>Analyses film techniques and explains how they are employed to convey the composer's cultural perspectives but may lack consistency and/or detail. / Explains the ways the prescribed text reflects one's personal context and other contexts.</i>) ● Effectively organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form. EN12-5 (<i>Thinks analytically to compose a critical essay that includes well-selected evidence and coherent arguments about the composer's cultural perspectives.</i>) 	<p>B</p> <p>13-16</p>
<ul style="list-style-type: none"> ● Soundly addresses the question by discussing how the composer of the prescribed text has effectively captured and conveyed unique cultural identity. EN12-1, EN12-8 (<i>Uses the essay format to express ideas about cultural perspectives in a coherent and structured form but may lack analysis and detail. / Makes some references to cultural perspectives and how these shape understanding of the prescribed text.</i>) ● Composes a sound response that includes some analysis of the prescribed text to make relevant connections between language, culture and identity. EN12-3, EN12-7 (<i>Identifies film techniques and explains how they are employed to convey the composer's cultural perspectives but analysis tends to be weak and may lack detail. / Makes some references to the ways the prescribed text reflects one's personal context and other contexts.</i>) ● Organises, develops and expresses ideas soundly using language mostly appropriate to audience, purpose and form. EN12-5 (<i>Composes a structured essay that incorporates relevant information. May have issues with cohesion in places.</i>) 	<p>C</p> <p>9-12</p>
<ul style="list-style-type: none"> ● Attempts to address the question by discussing how the composer of the prescribed text has captured and conveyed unique cultural identity. EN12-1, EN12-8 (<i>Composes an essay with some understanding of the prescribed text and the cultural ideas conveyed but may resort to retell and description. / Attempts to explain the cultural perspectives of the prescribed text and its effect on meaning.</i>) ● Attempts to compose a response that uses limited textual knowledge and attempts to make connections between the text and the given question. EN12-3, EN12-7 (<i>Identifies limited examples from the prescribed text to support an argument focused on the question. Or may make little to no reference to the ways the prescribed text reflects one's personal context and other contexts.</i>) ● Attempts to form a cohesive and/or structured response. EN12-5 (<i>Compose a basic response that incorporates limited information and examples.</i>) 	<p>D</p> <p>5-8</p>
<ul style="list-style-type: none"> ● Attempts to make some reference to the question. EN12-1, EN12-8 (<i>Composes a basic response which lacks structure and understanding of the essay question and the prescribed text. / Describes aspects of the prescribed text.</i>) ● Attempts to describe aspects of the text. EN12-3, EN12-7 (<i>No discussion of language forms and features; resorts to describing examples and aspects of the text. / Basic to no discussion of the prescribed text and how it reflects personal context.</i>) ● Makes little to no attempt to form a cohesive and/or structured response. EN12-5 (<i>Compose a response that incorporates basic information.</i>) 	<p>E</p> <p>1-4</p>



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	NON ATTEMPT
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Feedback: