

Stage 6 Assessment Task HSC

Subject: English

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| Task No 1 | Date Due: 19 October (Wk 1 Tm 4) 2012 & 3 rd December (Mon Wk9) 2012 |
| Task Title: Belonging –Digital/Big Book | |
| Marks: 15 | Weighting: |
| Outcomes to be assessed: | |
| ➤ 2. | |
| ➤ 3. | |
| ➤ 6. | |
| ➤ 10. | |
| ➤ 12 | |
| Task: See attached Sheet and marking guidelines | |
| Three parts | 1. What do I know about Belonging now? (week 1 Term 4) 2. How have my ideas developed over the unit about Belonging? (wk 9 Tm 4) 3. Presentation of my growing understanding of the concept. (wk 9 Term 4) |
| Assessment Criteria: see attached sheets for detailed explanation and marking guidelines. | |
| Your task will be assessed according to your ability to: | |
| ➤ Digital / Big Book – selection of relevant material and use of texts to help demonstrate increased understanding of Belonging. | |
| ➤ Presentation – voice, gestures/ eye contact etc, talk, demonstrated of concept, explanation and evaluation of own growing knowledge of concept | |

HSC Assessment Task

HSC English

Standard and Advanced Courses
Assessment Task*Area of Study: Belonging****Big Book/Digital Piece Reflection and Presentation*****Outline of Task:**

At the start of your study of Belonging you will be asked to reflect on your initial understanding of the concept. As the unit progresses your understanding will grow with the study of different texts and your own reflections, analysis and synthesis of ideas presented through the texts and your own experiences. As a result your ideas will be very different at the end of the unit. At this stage you will be asked to reflect on your growth to this new awareness of what belonging is all about and what it means to you.

The task has **three** sections.

Section one:

After the initial introduction to the unit **reflection** on your understanding of the concept of belonging so far. Present your reflections in a visual way on a piece of cardboard in order to form a giant book or visually using a digital program. Use the questions below as a guide for your reflection but feel free to add any other thoughts/ponderings that help to clarify and communicate your understandings at this stage.



- How would I define belonging?
- What do I personally understand about belonging?
- What has been my own experience of belonging/not belonging?
- What visual representations have I found to represent my understanding of belonging?
- What do other people have to say about belonging? (quotes from other sources)
- Can I link any of my own ideas to texts I have read/viewed so far?
- What other aspects of my understanding would I like to share so far?

Section two:

Toward the end of the unit **reflection on your growing awareness/realisations** regarding the concept of belonging. You should make notes along the way about your growth in understanding and keep them until the end. Present them on a piece of cardboard or digital presentation in order to form the second page/section of your Big Book. Again use the questions below as a guide but feel free to add any reflections of your own. You may also like to revisit the rubric to use as a further guide to your reflection.

- What is my definition of belonging? How has it changed/developed?
- In what ways have my thoughts on belonging deepened throughout the unit?

- What have particular texts represented about belonging and what do I now understand as a result?
- Can I make any links/contrasts about what particular authors have had to say about belonging?
- Can I relate to any of the characters experiences?
- What other personal responses have I had to the texts throughout the unit?
- How have the texts studied informed my understanding of belonging?
- What words/phrases in the rubric help me to define or broaden my understanding.
- What visual representations have I found to represent my growing understandings of belonging?
- Can I sum up where I was and where I am now with my understanding of belonging?

Section three:

At the very end of the unit you will be asked to present your reflections to the class. You will be presenting your summation of your understanding of the concept of belonging. Include how your growing awareness throughout the unit, through the study of the texts, helped you to reach your own conclusions about what belonging means.

HSC Standard and Advanced outcomes addressed by this task:

- 2
- 3
- 6
- 10
- 12

Criteria for assessment:

Big Book/Digital Presentation

- Selects thoughtfully relevant points and texts for reflection including graphics as appropriate.
 - Analyses insightfully relevant ideas about belonging including their own definition.
 - Explains concisely their growing understanding of belonging through the study of relevant texts throughout the unit.
 - Makes insightful links between texts in terms of ideas and techniques
 - Writes succinct, well-organised points/reflections, demonstrating skilful control of language
- Presentation**
- Uses voice effectively with appropriate volume, pace and modulation
 - Uses body effectively with appropriate stance, gesture and eye contact
 - Makes minimal use of notes in a seamless, well-organised presentation
 - Demonstrates insightful understanding of concept of belonging
 - Explains and evaluates their growing understanding of belonging throughout the unit

C English
Standard and Advanced Courses
Assessment Profile

Area of Study: *Belonging* **Big Book/Digital Piece: Reflection and Presentation**

Name: _____ Class: _____

Teacher: _____

Big Book Marking Guidelines

| Criteria | Mark |
|---|------|
| <ul style="list-style-type: none"> ● Selects thoughtfully relevant points and texts for reflection ● Analyses insightfully relevant ideas about belonging ● Explains concisely their growing understanding of belonging through the study of relevant texts ● Makes insightful links between texts in terms of ideas and <u>techniques</u> <i>method</i> ● Writes succinct, well-organised points/reflections, demonstrating skilful control of language | 9/10 |
| <ul style="list-style-type: none"> ● Selects relevant points/texts for reflection ● Analyses, with some insight, relevant ideas about belonging. ● Explains effectively their growing understanding of belonging through the study of relevant texts ● Makes thoughtful links between texts in terms of ideas and techniques ● Writes well-organised points/reflections, demonstrating effective control of language | 7/8 |
| <ul style="list-style-type: none"> ● Selects mostly appropriate points and texts for reflection ● Analyses competently some relevant ideas about belonging ● Explains competently their growing understanding of belonging through the study of relevant texts ● Makes some links between texts in terms of ideas and/or techniques ● Writes organised points/reflections, demonstrating competent control of language | 5/6 |
| <ul style="list-style-type: none"> ● Selects some appropriate points and texts for reflection ● Analyses superficially some relevant ideas about belonging ● Describes some thoughts on their growing understanding of belonging through the study of texts ● Makes superficial links between texts ● Attempts to organise points/reflections, writing with variable control of language | 4/3 |
| <ul style="list-style-type: none"> ● Selects some, of questionable relevance, points and texts for reflection ● Identifies some relevant ideas about belonging ● Identifies some their growing understanding of belonging through the study of the unit ● Writes with limited control of language | 1/2 |
| <ul style="list-style-type: none"> ● Selects, mostly inappropriate ideas for reflection ● Fails to identify any significant ideas related to "Belonging" ● Fails to identify their growing understanding of belonging through the study of texts ● Writes with poor control of language | 0 |

Presentation: Marking Guidelines

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Demonstrates insightful grasp of the concept of belonging. • Explains and evaluates skilfully their growing understanding of the concept of belonging throughout the unit. • Controls voice and body skilfully in delivery • Makes minimal use of notes in a seamless, well-organised presentation | 5 |
| <ul style="list-style-type: none"> • Demonstrates a good understanding of the concept of belonging. • Explains and evaluates effectively their growing understanding of the concept of belonging throughout the unit. • Controls voice and body effectively in delivery • Makes minimal use of notes in a well-organised presentation | 4 |
| <ul style="list-style-type: none"> • Demonstrates a sound understanding of the concept of belonging. • Explains and evaluates competently their growing understanding of the concept of belonging throughout the unit. • Controls voice and body competently in delivery • Makes some use of notes in a well-organised presentation | 3 |
| <ul style="list-style-type: none"> • Demonstrates some understanding of the concept of belonging. • Describes their growing understanding of the concept of belonging throughout the unit. • Uses voice and body with limited competence in delivery • Shows some organisational skills, but may rely on notes or fall short of time limit | 2 |
| <ul style="list-style-type: none"> • Identifies some ideas related to "Belonging" • Identifies some ideas on their growing understanding of belonging throughout the unit. • Lacks control in use of voice and body in delivery • Lacks organisational skills, relying heavily on notes or falling well short of time limit | 1 |
| <ul style="list-style-type: none"> • Fails to identify any relevant ideas on belonging • Fails to identify any growth in understanding. • Shows poor control of voice and body in delivery • Shows no evidence of organisational skills | 0 |

TOTAL MARK: _____ / 15

COMMENT:

SIGNATURE OF ASSESSOR: _____ DATE: _____

