



## Assessment Task Notification

All students are asked to sign the teacher's copy to verify this notification has been distributed at least two weeks before the task date.

<b><u>Course:</u></b>	Year 12 Advanced English
<b><u>Task Number:</u></b>	4
<b><u>Date of Task:</u></b>	Term Three, Week One – Thursday, 20 <sup>th</sup> July.
<b><u>Task Value:</u></b>	15%
<b><u>Nature of Task:</u></b>	Module C – Writing/Visual/Representing
<b><u>Word/Page Limit:</u></b>	300 words per visual analysis, and 800 words for related text analysis.
<b><u>Other Information:</u></b>	
<b><u>Outcomes Assessed:</u></b>	6, 7, 9

### TARGETED OUTCOMES:

- Outcome 6:** A student engages with the details of text in order to respond critically and personally.
- Outcome 7:** A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
- Outcome 9:** A student evaluates the effectiveness of a range of processes and technologies for various learning processes including the investigation and organisation of information and ideas.

## 2 UNIT ENGLISH (ADVANCED) TASK 4

### ASSESSMENT NO. 4

**TOPIC:** Module C: Representation and Text

**DATE OF TASK:** Term Three, Week One – Thursday, 20<sup>th</sup> July.

**VALUE:** 15% (Writing/Visual/Representing)

To coincide with the release of the new HSC prescriptions list, NESAs, (Formerly the Board of Studies) has invited you, author Melissa Harrison or Colm Toibin to **compile a visual portfolio** which uses images to illustrate some of the **significant ideas about people and landscapes** represented in your novel. This portfolio will be made available to teachers across the state, and to a new generation of students who are studying your novel for their HSC.

In the role of Harrison/Toibin, you need to select FOUR images to be included in this visual portfolio. These images can either be existing images, or you can create and include your own photographs, as long as they represent effectively the significant idea you wish to convey about people and landscapes. A reference list which chronicles the origin of each image must be included with your submitted task. Images that you own can be referenced with the phrase: 'My own images.'

With each image, you must EXPLAIN how it forms the basis of a significant idea, and include detailed analysis of how you have explored this concept within your text. Each analysis should be no more than 300 words. Try to move beyond a literal interpretation, and discuss not merely the image itself, but the concepts that it **represents**. Ideally as the author, you will reflect fairly evenly upon both the concept of People and Landscapes, and your own novel.

As a special bonus feature for students everywhere, you will include with your visual portfolio an **800 word analysis of a secondary text** which illustrates the **changing relationship** between people and landscapes. This analysis should be submitted to NESAs (your teachers) along with the analysed shots you wish to include.

The portfolio of images must be printed, (in colour where appropriate) and submitted to 'NESAs' as a hard copy. Please do not try to submit this task electronically.

## Visual Portfolio Analysis

<b>Marking Criteria</b>	<b>Mark</b>
<ul style="list-style-type: none"><li>• Images represent significant ideas about People and Landscapes in a sophisticated way.</li><li>• Skillfully explores significant ideas, and conveys a highly detailed understanding of the module.</li><li>• Composes a skillful analysis using language appropriate to audience, purpose and form.</li></ul>	17-20
<ul style="list-style-type: none"><li>• Images represent significant ideas about People and Landscapes in an effective way.</li><li>• Effectively explores significant ideas, and conveys a detailed understanding of the module.</li><li>• Composes an effective analysis using language appropriate to audience, purpose and form.</li></ul>	13-16
<ul style="list-style-type: none"><li>• Images represent ideas about People and Landscapes in a sound way.</li><li>• Explores ideas, and conveys an understanding of the module.</li><li>• Composes an analysis using language appropriate to audience, purpose and form.</li></ul>	9-12
<ul style="list-style-type: none"><li>• Images represent ideas about People and Landscapes in a limited way.</li><li>• Explores limited ideas, and conveys a limited understanding of the module.</li><li>• Composes a limited analysis using language appropriate to audience, purpose and form.</li></ul>	5-8
<ul style="list-style-type: none"><li>• Attempts to describe aspects of the image</li><li>• Attempts to compose a response</li></ul>	1-4

## **Secondary Text Analysis**

In your answer you will be assessed on how well you:

- demonstrate understanding of and evaluate the changing relationship between people and landscapes
- organise, develop and express ideas using language appropriate to audience, purpose and form

<b>Marking Criteria</b>	<b>Mark</b>
<ul style="list-style-type: none"><li>• Analyses perceptively the changing relationship between people and landscapes</li><li>• Demonstrates a strong understanding of the secondary text and its relevance to the People and Landscapes module.</li><li>• Composes a skillful response using language appropriate to audience, purpose and form</li></ul>	17-20
<ul style="list-style-type: none"><li>• Analyses thoughtfully the changing relationship between people and landscapes</li><li>• Demonstrates an effective understanding of the secondary text and its relevance to the People and Landscapes module.</li><li>• Composes an effective response using language appropriate to audience, purpose and form.</li></ul>	13-16
<ul style="list-style-type: none"><li>• Analyses the changing relationship between people and landscapes</li><li>• Demonstrates a sound understanding of the secondary text and its relevance to the People and Landscapes module.</li><li>• Composes a sound response using language appropriate to audience, purpose and form.</li></ul>	9-12
<ul style="list-style-type: none"><li>• Describes some aspects of the changing relationship between people and landscapes.</li><li>• Demonstrates a limited understanding of the secondary text and its relevance to the People and Landscapes module.</li><li>• Composes a limited response</li></ul>	5-8
<ul style="list-style-type: none"><li>• Attempts to describe aspects of the text</li><li>• Attempts to compose a response</li></ul>	1-4