



Year 12 HSC English Standard

Task 4: Module A Analytical Response

Due Date: Thursday 4th July 2024 (Period 4)

Task Distributed: Thursday 20th June 2024

Unit: Module A: Language, Identity and Culture

Task Type: In-Class Task (extended response)

Task Weighting: 25%

Outcomes: EN12-3 EN12-5, EN12-6, EN12-7, EN12-8

Task Description

In class on **Thursday 4th July (Period 4)**, you will write an extended analytical response. You will have **40 minutes** writing time for this response. You will need to write a full response (4-6 pages) to **ONE** of the following questions; you will be told which of the following questions on the day of the assessment task.

To what extent does poetry create a sense of identity for individuals within a community?

OR

Explain how the language used in your prescribed text changed your perspective about cultural identity.

In your extended response, you must make close, detailed reference to THREE of the prescribed poems set for study.

In preparation for this assessment task you may bring a scaffold (uploaded to Google Classroom) with **quotes and techniques** (ONLY) from your prescribed text. Your scaffold:

- is to be TYPED (11pt, Arial, single spaced)
- must be uploaded to **Google Classroom** by **8.40am on Thursday 4th of July**. If your scaffold has not been approved/checked, you will not be permitted to bring this support into the task
- must still fit to **ONE SINGLE SIDED A4 PAGE** with the original margins
- may use bullet points and/or highlighting

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **ANALYSE** – Identify components and the relationship between them; draw out and relate implications
- **EVALUATE** – Make a judgement based on criteria; determine the value of
- **EXPLAIN** – Relate cause and effect; make the relationships between things evident; provide why and/or how

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

This task will be completed in exam conditions during the designated period on **Thursday 4th July**. Students must bring the required equipment, which is a blue or black pen. The specific assessment question and writing booklets will be provided. Only your pre-approved scaffold will be able to be brought into the examination room.

DRAFTS- Students will NOT be permitted to submit a draft of this assessment. However, students may seek feedback from their teacher on their selection of evidence in their scaffold.

To help prepare for this task, use the following checklist:

- I have revised the Module A Rubric and understand the key concerns of the Module
- I have studied all the class notes, Google Classroom activities and other resources for this Module
- I have revised my annotations and SPECSLIMS tables for three of the poems prescribed for this Module
- I have revised both the structure of an extended response and relevant PETAR paragraphing
- I have considered and implemented the feedback from my teacher through my formative homework tasks in the development of my paragraphs for the body of my extended response.
- I have constructed a plan for BOTH proposed questions and written several thesis statements

Teacher Feedback and Student Self-Reflection

- The task will be returned to students within TWO school weeks of the due date.
- At this time feedback including information on how to improve will be provided through teacher annotations, general markers comments and marking guidelines. Students should consult all carefully to inform their future improvement for the Trial HSC and final HSC exam.
- Students can clarify or seek further feedback by speaking with their teacher or the specific marker of the respective section of the exam.
- Upon return of the task, students will also be expected to complete a self-reflection. This will be done in class with the classroom teacher and will involve goal setting for the HSC.

How does this link to my learning?

The completion of this assessment will prepare students for Section 2 of Paper 2: Modules of both their Trial HSC Exam and final HSC Examination. Students need to develop skills in planning their response in relation to the specific elements of their module, and reproducing this in exam conditions.

Assessment Procedures

All students should be fully aware of the school and NESA assessment procedures. Students who are absent from the examination, or have a legitimate reason for missing the task, must notify the school before the exam commences. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 12 Assessment Guide. Students should access this guide for more information.

Task 4: Module A Analytical Response

SAMPLE MARKING GUIDELINES

MARKING CRITERIA	MARKS
<ul style="list-style-type: none"> ● Composes a comprehensive analytical response which effectively addresses the question. ● Presents an effective response using relevant, detailed textual knowledge ● Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form 	17-20
<ul style="list-style-type: none"> ● Composes a competent analytical response which clearly addresses the question. ● Presents a competent response using relevant textual knowledge ● Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form 	13-16
<ul style="list-style-type: none"> ● Composes a sound response which addresses the question. ● Presents a response using some textual knowledge ● Organises, develops and expresses ideas using language appropriate to audience, purpose and form 	9-12
<ul style="list-style-type: none"> ● Describes aspects of the texts studied with some reference to the question. ● Presents a response using limited textual knowledge. ● Attempts to organise a response in a limited way. 	5-8
<ul style="list-style-type: none"> ● Attempts to describe aspects of the texts studied. ● Attempts to organise a response in an elementary way. 	1-4