



Assessment Task Cover Sheet

This cover sheet is to be completed by the student and securely attached to the front of all submitted assessment tasks (or components of assessment tasks), completed outside class time. It is the student's responsibility to **complete the details; to sign the declaration; to ensure that a staff member signs the receipt on the bottom of this page, and to detach and retain the receipt** until completion of the marking process.

Student name: _____ Home campus: _____

Subject: _____ Teacher's name: _____

In signing this declaration you are acknowledging that this submitted work is your own, and that any contribution from other sources such as text books, other published works, literary articles, sources on the internet, past or fellow students' work etc., has been properly acknowledged. Students are referred to advice overleaf, and that contained in the Assessment Guidelines documentation distributed at the commencement of the course.

Declaration

Except where appropriately acknowledged, I verify that this assessment task is my own work, and that it has been written and/or expressed in my own words. I also verify that this work has not been previously submitted by me or any other student in this or any other subject, either this year, or in years past.

✂

Assignment Receipt: Retain this receipt as proof of the submission of your task.

Student name:	Subject:
Description of task:	
Accepting teacher signature:	Date:



Task Number	2	Task Name	Language, Identity and Culture Essay
Course	HSC Standard English	Faculty	English
Teacher	P. Jerred and R. Tyson	Head Teacher	C. Taylor
Issue date	At least two-weeks before the assessment task	Due date	Due in your first timetabled lesson Week 10 Term 1, week beginning 31/03/25
Focus (Topic)	Module A Language, Identity and Culture	Task Weighting	25%

Module A- Language, Identity and Culture

Nature of Task: Hand-in Essay

Submit an extended response in which you respond to the following question:

How does Henry Lawson use language to represent layers of identity and culture in his short stories?

In your response, express a considered personal perspective by referring in detail to at least two of the prescribed short stories. Approximately 1100 words

You will be marked on your ability to:

Analyse the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through text

Demonstrate highly effective analysis of the language forms and features of the prescribed texts

Compose a highly effective response using language to express their ideas clearly and cohesively using appropriate register, structure, and modality.

The Henry Lawson short stories set for study are:

'The Drover's Wife'

'The Union Buries Its Dead'

'Shooting the Moon'

'Our Pipes'

'The Loaded Dog'

Outcomes:

EN12-1 A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-3 A student 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 A student thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-7 A student explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 A student explains and assesses cultural assumptions in texts and their effects on meaning EN12-8

EN12-9 A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Context:

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities.

Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge, or disrupt prevailing assumptions and beliefs about themselves, individuals, and cultural groups.

Marking Guidelines

A student:	Mark range
<ul style="list-style-type: none"> ● Provides a highly effective analysis of the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through text ● Demonstrates highly effective analysis of the language forms and features of the prescribed texts ● Composes a highly effective response using language to express their ideas clearly and cohesively using appropriate register, structure, and modality. 	21–25
<ul style="list-style-type: none"> ● Provides an effective analysis of the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through text ● Demonstrates an effective analysis of the language forms and features of the prescribed texts ● Composes an effective response using language to express their ideas clearly and cohesively using appropriate register, structure, and modality. 	16–20
<ul style="list-style-type: none"> ● Provides a sound analysis of the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through text ● Demonstrates sound analysis of the language forms and features of the prescribed texts ● Composes a sound response using language to express their ideas clearly and cohesively using appropriate register, structure, and modality. 	11–15
<ul style="list-style-type: none"> ● Provides a basic analysis of the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through text ● Demonstrates a basic analysis of the language forms and features of the prescribed texts ● Composes a basic response, attempting to use language to express their ideas 	6–10
<ul style="list-style-type: none"> ● attempts to describe aspects of the prescribed text based on elementary textual knowledge ● attempts to compose a response 	1–5
<ul style="list-style-type: none"> ● Non submission – Non-Serious Attempt 	0-0