



# MARIST COLLEGE NORTH SHORE

## STEPS FOR COMPLETING A HAND-IN ASSESSMENT TASK

**STEP ONE:** Read through the task as soon as the teacher has given it to you and write the due date into your Diary.

**STEP TWO:** Highlight or underline key words in the instructions

**STEP THREE:** **Highlight** or underline key words (descriptors) in the **rubric** and then look at the **marking criteria**. What do you need to do in order to achieve an A Grade result?

### Example of a Rubric:

#### Rubric

You will be marked on your ability to:

- **Demonstrate** an **understanding** of **how** contemporary Australian issues are reflected within the context of the set texts.
- **Analyse, explain** and **assess** the ways contemporary Australian issues are **represented** within the set texts.
- **Organise, develop** and **express** ideas using language appropriate to audience, purpose and context.

The rubric is directly linked to the marking criteria and is designed to help you understand what you will be marked on. Notice the same terminology is being used in both. In addition, the Board of Studies A to E Grade descriptors are introduced to help the markers differentiate the marks within the class or course.

### Example of a 'Marking Criteria':

| Marking Criteria   | Mark/Grade                                     |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Demonstrates</b> a <b>sophisticated</b> and <b>extensive understanding</b> of <b>how</b> contemporary Australian issues are reflected within the context of the play <i>Inheritance</i> and television series <i>Redfern Now</i>. (Outcomes 1 and 2)</li><li>• <b>Extensively analyses, explains and assesses</b> the ways contemporary Australian issues are <b>represented</b> within the <i>Inheritance</i> and <i>Redfern Now</i>. (Outcome 4)</li><li>• <b>Organises, develops and expresses</b> ideas using <b>sophisticated</b> language appropriate to audience, purpose and context. (Outcome 6)</li></ul> | <b>17 - 20</b><br><b>A</b><br><b>Extensive</b> |



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**STEP FOUR:** Write down the task instructions in your own words and then ask your teacher to clarify anything you don't understand.

**STEP FIVE:** Prioritise the work you will do in order to complete the task on time. You can write this in a list form. For example, construct a T.E.E.L. table to help summarise the key sections of the text.

### Example of T.E.E.L. table based on the play *Inheritance*:

| Technique             | Example                       | Effect/Elaboration  | Link   |
|-----------------------|-------------------------------|---|--|
| Insult/crude language | "Settle down blackie!" - Dibs | Makes Nugget not feel happy about the kind of person he is. He feels insecure about himself. The character of Dibs reflects white Australia | <u>Racism is an on going issue in Australia.</u><br>The display of racism in the play reflects what happens in contemporary Australia.<br>(Daniel S and Lachie F and Miss) |

**STEP SIX:** Create a study/homework timetable for home where you factor in how much time you will spend on this assessment task at home.

**STEP SEVEN:** Begin following your plan and aim to have your final draft completed at least two nights before the due date to allow you to proofread and edit your work in time for the final hand in.