



Gorokan High School

Due Date: Term 1, Week 10

Assessment Task

Humanities -Year 7

Title: Humanities Portfolio		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 40%

Syllabus Outcomes:

- HU-1:** Demonstrates the skills of locating, processing and communicating information using appropriate language, form and tools
- HU-2:** Responds to and composes texts in different media using a widening range of skills and strategies
- HU-5:** Demonstrates the ability to think interpretively, critically, imaginatively, reflectively and creatively
- HU-6:** Demonstrates the ability to express themselves and their relationship with the world

Task Description:

Your Humanities Portfolio is your collection of work throughout the semester. You will be assessed on it, particularly how well you can:

- Organise and communicate information by following the Humanities Portfolio guidelines;
- Apply the geographical skills you have learnt in class; and
- Respond to narrative prompts to create engaging short story beginnings or 'sizzling starts'.

Assessment Task Support Information:

- You will be required to have all of the standard equipment (pens, pencils, glue, scissors, ruler etc.) every lesson

To do well in this assessment task I must:

- Follow all Humanities Portfolio guidelines;
- Contribute to class discussions consistently;
- Apply the geographic skills learnt in class effectively; and
- Write an engaging short story beginning by following a given prompt and using rich, descriptive language to instantly engage the reader.

Humanities Portfolio- 40%



Your Humanities workbook is your Portfolio. It is expected that you follow **Humanities Portfolio guidelines**. These are;

- **Ensure all work is completed.** If absent it is your responsibility to catch up on missed work by talking to your teacher;
- **Rule margins** (as directed by your teacher) on all pages with a **red pen** and **write the date on the top** of your page;
- **Underline** all headings and subheadings with a **red pen** using a **ruler**;
- **Glue all sheets** in ensuring that no handouts are loose in your Portfolio;
- Write with a **blue** or **black pen** only;
- **Write in full sentences** and add as much **detail and accuracy** to your written responses;
- **Use pencil** when drawing diagrams;
- **Never scribble** over your corrections. Always **rule a single line** through errors and
- **Never draw pictures in your book** unless directed by your teacher to do so.

You will be assessed on the quality of your Humanities Portfolio and the level of contribution you make towards class discussions. For this semester, your portfolio will make up 40% of your overall assessment.

Your teacher will assess the quality of your Humanities Portfolio based on three areas;

1. How closely you follow the above **Portfolio guidelines**;
2. How effectively you apply **geographic skills**; and
3. Your ability respond to a narrative prompt to write an engaging '**sizzling**' start that hooks the reader to gain instant interest.



Humanities Portfolio- 40%

CRITERIA	What will this look like at an A grade?	What will this look like at a B grade?	What will this look like at a C grade?	What will this look like at a D grade?	What will this look like at an E grade?
Organisation and communication Outcomes: HU-1	<ul style="list-style-type: none"> Follows all Humanities Portfolio guidelines without exception Very high level of classroom participation 	<ul style="list-style-type: none"> Follows the vast majority of Humanities Portfolio guidelines High level of classroom participation 	<ul style="list-style-type: none"> Follows most of the Humanities Portfolio guidelines Sound level of classroom participation 	<ul style="list-style-type: none"> Some Humanities Portfolio guidelines followed Little classroom participation 	<ul style="list-style-type: none"> Few Humanities Portfolio guidelines followed Very little to no classroom participation
Geographic skills Outcomes: HU-1,	<ul style="list-style-type: none"> A very high level of geographic skills show 	<ul style="list-style-type: none"> A high level of geographic skills shown 	<ul style="list-style-type: none"> An adequate level of geographic skills shown 	<ul style="list-style-type: none"> A limited level of geographic skills shown 	<ul style="list-style-type: none"> A very limited level of geographic skills shown
Sizzling starts Outcomes: HU-5, HU-6	<ul style="list-style-type: none"> A highly original link to the prompt A range of highly effective language choices to engage the reader and evoke a response A highly effective use of tense to further the short story 	<ul style="list-style-type: none"> An original link to the prompt A range of effective language choices to engage the reader and evoke a response An effective use of tense to further the short story 	<ul style="list-style-type: none"> An attempt to be original with some link to the prompt Some attempt to use language choices to engage the reader Some attempt to use correct tense to further the short story 	<ul style="list-style-type: none"> A common interpretation of the prompt. (Cliché) Attempts basic language choices Limited reader engagement Unnecessarily changes tense 	<ul style="list-style-type: none"> No evidence of a link to the prompt Limited use/no use of language choices. Incorrect use of tense causing confusion

Total: /40

Grade:

A- 35-40	B- 27-34	C- 19-26	D- 9-18	E- 1-8
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Teacher feedback:

Organisation and communication- classwork

Geographic skills

Sizzling starts