



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	HSC English Studies (Life Skills)
Topic	Task 3- Portfolio
Class Teacher	Mrs Munro
Head Teacher	Miss Peasley
Year	12
Date Given	Week 3, Term 2, 2024
Date Due	Monday 1st July, Week 10, Term 2, 2024
Weighting	30%

Assessment Outline

Students are to choose **two (2)** work samples, ONE from each module in Year 12, *Discovery and Investigations - English and the Sciences* and *Playing the Game - English in Sport*.

Submit TWO pieces of work for your Portfolio

You **must demonstrate an effort to edit each piece of work** by applying at least ONE change suggested by your teacher.

An imaginative, persuasive OR discursive text

AND

A visual OR multimodal text which could take the form of (but is not limited to) a PowerPoint or Google Slides presentation, an infographic, collage/ poster or brochure.

Imaginative Text: examples include narrative writing, poetry, song lyrics.

Persuasive Text: examples include a persuasive speech, a personal response, letter to the editor.

Discursive Text: examples include a travel blog, speech, personal essay.

Part B: Student Reflection

On the due date, you will have a discussion with your teacher about **how you have improved as a writer this year**. You will have your PART A texts and a scaffold available during writing to assist you.

Non-completion of Task:

If you are absent on the day of submission, you will need to produce a medical certificate. If you are unable to submit on the due date and time, you must contact your teacher and notify them so that alternative arrangements can be made. Late penalties will be applied to late submissions.

Failure to follow the above procedures may result in a zero award.

Plagiarism:

Plagiarism, the use of the work of others without acknowledgement, will incur serious penalties and may result in a zero award. Any cheating will also incur penalties. Please refer to NESAs All My Own Work.

PREPARING FOR YOUR TASK:

Preparing your PART A:

- Complete all written assignments** given to you by your teacher in class throughout the course
- Submit each** written piece **to your teacher for marking and feedback**
- Improve the first draft** of your piece **by applying the feedback suggestions** given to you
- Consider the things that were difficult and enjoyable; you will need this for your reflection**

Preparing your PART B:

- Write a reflection that shows your consideration of the following:
 - What have you learned about being a writer?
 - What did you find challenging about the writing process?
 - How did you overcome those challenges and to what extent were you successful?

Submission of your Portfolio:

- Hard-copy submissions to your teacher; these will be organised in a folder or stapled together into a booklet. This work must be hand-written and completed in class.

Part B Scaffold:

Answer each of the questions in the space provided.

How do you think your writing has improved this year?

What was something you found challenging about writing in English this year?

What was something you enjoyed about writing in English this year?

What about the pieces of work you chose for Part A shows that your writing has improved?

What would you like to keep working on for your writing next year?

Assessment Outcomes & Criteria

A student:	Demonstrated independently	Demonstrated with support	In progress with support
ENLS6-6: composes texts for a variety of purposes and audiences in a range of modes			
ENLS6-9: represents own ideas and personal experiences in interpretive and imaginative texts			
ENLS6-12: reflects on own learning processes and goals			

Life Skills Outcomes Worksheet

Stage 6

School: _____

Student: _____

Year: _____

English Life Skills

Syllabus Outcomes		Achieved	Achieved with support	Notes:
ENLS6-1	communicates in a range of everyday contexts for familiar audiences and purposes			
ENLS6-2	reads, views and responds to texts in familiar contexts			
ENLS6-3	comprehends and responds to a range of texts in familiar and unfamiliar contexts			
ENLS6-4	uses strategies to comprehend a range of texts composed for different purposes and contexts			
ENLS6-5	accesses information to communicate for different purposes and in different contexts			
ENLS6-6	composes texts for a variety of purposes and audiences in a range of modes			
ENLS6-7	identifies how language forms and features of texts vary according to purpose, audience and context			
ENLS6-8	uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes			
ENLS6-9	represents own ideas and personal experiences in interpretive and imaginative texts			
ENLS6-10	compares ideas, purposes and audiences of texts			
ENLS6-11	explores texts that express a range of ideas, values, points of view and attitudes			
ENLS6-12	reflects on own learning processes and goals			