



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Advanced
Topic	The Common Module: Reading to Write
Class Teacher	Miss Scott or Miss Ward
Head Teacher	Miss Scott
Year	11
Date Given	23/2/2021
Date Due	Term 1, Week 10 - 31/3/20
Weighting	30%

Assessment Outline

This assessment contains three parts.

Part A - Writing Portfolio (5 marks)

Compile a writing portfolio that includes one example of imaginative, persuasive, informative, discursive and reflective writing. You will have written these pieces as part of your coursework.

Each entry should be 500-800 words.

Part B - Showcase Entry (15 marks)

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

Henry David Thoreau

Use this quote as a stimulus for a piece of persuasive, imaginative, informative or discursive writing that explores the idea of conformity.

This will be presented as a showcase entry in your portfolio. This will be the response on which you complete your reflection. Use any one of the media or forms you have studied as part of this unit.

The final showcase entry will be approximately **800 -1000 words.**

You should allocate appropriate time to plan and process your writing, and to consider how you can demonstrate your unique style as a writer.

Part C - Reflection (10 marks)

Compose a 600 -700 word personal reflection on how you have utilised the features of your chosen text type.

In your reflection, you will need to:

- explain how your reading and writing experiences in this unit influenced you when making decisions about manipulating language in your showcase entry

- justify your choices about appropriate and effective ways to represent the perspective and/or point of view, where relevant
- reflect on and assess your learning experience throughout this process.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Plagiarism:

Plagiarism - using the work of others without acknowledgement - will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

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

The policies and procedures that are outlined in the assessment booklet will be followed regarding the non-completion of assessment tasks.

Submission Instructions:

- All submissions to be made through Google Classroom
- Size 12 font, 1.5 line spacing
- Your name, class and teacher name must be in the header
- It is strongly recommended that you submit drafts as you complete them to ensure that your best work is submitted on time

Outcomes Assessed

EA11-1

responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-4

strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-7

evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-9

reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

You will be assessed on how well you:

- represent your understanding of the significance of structure through effective use of your chosen form
- analyse and use language conventions and form to express complex ideas in a sustained composition
- reflect on and assess your learning and writing processes to identify strengths and areas for improvement.
- demonstrate effective use of the editing process with purposeful manipulation of layout, paragraphing, tense and syntax

Marking Guidelines

PART A (5 marks)

1 mark awarded for each completed section representing one of the five text types.

Part B (15 marks)

Students:	Mark Range
<ul style="list-style-type: none">Composes a sustained and engaging piece of writing (imaginative/discursive/persuasive or informative) that skilfully demonstrates their understanding of conformityCrafts language skilfully using techniques relevant to the chosen form to compose a piece of (imaginative/discursive/persuasive or informative)Demonstrates skilful control of language and structure appropriate to audience, purpose, context and form	A 13-15
<ul style="list-style-type: none">Composes a sustained piece of (imaginative/discursive/persuasive or informative) writing that that skilfully demonstrates their understanding of conformityCrafts language effectively using techniques relevant to the chosen form to compose a piece of (imaginative/discursive/persuasive or informative) writingDemonstrates effective control of language and structure appropriate to audience, purpose, context and form	B 10-12
<ul style="list-style-type: none">Composes a sound piece of imaginative (imaginative/discursive/persuasive or informative) that demonstrates their understanding of conformityUses language competently to compose a piece of (imaginative/discursive/persuasive or informative) writing using techniques relevant to the chosen formDemonstrates sound control of language and structure appropriate to audience, purpose, context and form	C 7-9
<ul style="list-style-type: none">Composes a limited piece of (imaginative/discursive/persuasive or informative) writing that attempts to demonstrate their understanding of conformityUses language variably to compose a piece of (imaginative/discursive/persuasive or informative) writing. May have some techniques relevant to the chosen formDemonstrates variable control of language and structure	D 4-6

<ul style="list-style-type: none"> ● Attempts to compose a piece of (imaginative/discursive/persuasive or informative) writing with minimal understanding of the chosen form ● Demonstrates limited control of language 	<p>E</p> <p>1-3</p>
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Part C (10 marks)

Students:	Mark Range
<ul style="list-style-type: none"> ● Explain an inspiration text(s) in an insightful manner, demonstrating understanding of deliberate manipulation of the written form for effect ● Reflects critically on their writing process with articulate connections between influences and their own writing and editing ● Demonstrate sophisticated control of language and structure 	<p>A</p> <p>9-10</p>
<ul style="list-style-type: none"> ● Explain an inspiration text(s) in a detailed manner, demonstrating understanding of the deliberate manipulation of the written form for effect ● Reflects thoroughly on their writing process with articulate connections between influences and their own writing and editing ● Demonstrate effective control of language and structure 	<p>B</p> <p>8-7</p>
<ul style="list-style-type: none"> ● Explain an inspiration text(s), demonstrating understanding of the deliberate manipulation of the written form for effect ● Reflects on their writing process with connections between influences and their own writing and editing ● Demonstrates control of language and structure 	<p>C</p> <p>6-5</p>
<ul style="list-style-type: none"> ● Make reference to inspiration text(s), demonstrating awareness of the deliberate manipulation of the written form ● Comments on their writing process ● Demonstrate limited control of language and structure 	<p>D</p> <p>4-3</p>
<ul style="list-style-type: none"> ● Make minimal or no connections between the texts studied and their own writing ● Minimal or no control of language and structure, may be brief, limited or unrelated to the question 	<p>E</p> <p>2-1</p>

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