



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English Standard
<b>Topic</b>	The Common Module: Reading to Write
<b>Class Teacher</b>	Ms Galiatsatos <i>or</i> Mr Jones <i>or</i> Mr Gilmour <i>or</i> Mr Holliday <i>or</i> Mr Page
<b>Head Teacher</b>	Miss Scott
<b>Year</b>	11
<b>Date Given</b>	15/2/2021
<b>Date Due</b>	Term 1, Week 10 - 30/3/20
<b>Weighting</b>	30%

### Assessment Outline

#### **Part A) Writing Portfolio (5 marks)**

Complete a writing portfolio that includes one example of imaginative, persuasive, informative, discursive and reflective writing. You have written these pieces in class.

Each entry should be 300-500 words.

#### **Part B) Showcase Entry (15 marks)**

*"It is our choices... that show what we truly are, far more than our abilities."* - JK Rowling.

**Use this quote as a stimulus for a piece of persuasive, imaginative, informative or discursive writing that expresses your perspective on the significance of choice.**

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, eg short story, poetry (including song lyrics), script for a short film or play, essay or speech.

The final showcase entry will be approximately 800 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 500-word personal reflection on how you have utilised the language techniques and devices utilised in *Raw* by Scott Monk in your showcase entry.

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
- 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 - the using of 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. This must be done within OHS draft submission guidelines.

**Outcomes Assessed**

**EN 11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

**EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

**EN11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.

**EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

**Marking Criteria**

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
- use the editing process to communicate complex ideas
- reflect on and assess your learning and writing processes to identify strengths and areas for improvement.

## 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"><li>compose an effective, sustained, (imaginative/discursive/persuasive or informative) text to represent their understanding of the significance of choice</li><li>manipulates a range and language forms and features in their chosen form creatively and effectively</li><li>demonstrate effective use of the editing process with purposeful manipulation of layout, paragraphing, tense and syntax</li></ul>	A 13-15
<ul style="list-style-type: none"><li>compose a sustained and (imaginative/discursive/persuasive or informative) text to represent their understanding of the significance of choice</li><li>uses a range of language forms and features in their chosen form with a clear sense of purpose and audience</li><li>demonstrate use of the editing process with consistent control of layout, paragraphing, tense and syntax</li></ul>	B 10-12
<ul style="list-style-type: none"><li>compose an (imaginative/discursive/persuasive or informative) text which represents their understanding of the significance of choice</li><li>uses language forms and features in their chosen form appropriate to purpose and audience</li><li>demonstrate some use of the editing process with some control of layout, paragraphing, tense and syntax</li></ul>	C 7-9
<ul style="list-style-type: none"><li>compose a (imaginative/discursive/persuasive or informative) text which represents a basic understanding of the significance of choice</li><li>Use basic language forms and features in their chosen form, some inconsistencies</li><li>demonstrate inconsistent or ineffective use of the editing process with variable control of layout, paragraphing, tense and syntax</li></ul>	D 4-6
<ul style="list-style-type: none"><li>attempts to represent/represent a limited understanding of the significance of choice</li><li>limited use of appropriate language which may be inconsistent with form</li><li>minimal evidence of the editing process with limited control of layout, paragraphing, tense and syntax</li></ul>	E 1-3

**Part C (10 marks)**

<b>Students:</b>	<b>Mark Range</b>
<ul style="list-style-type: none"><li>• Reflects critically on their writing process with articulate connections between influences and their own writing</li><li>• Demonstrates effective control of language and structure to perceptively answer the question</li></ul>	A 9-10
<ul style="list-style-type: none"><li>• Reflects thoughtfully on their writing process with clear connections between influences and their own writing</li><li>• Demonstrates well-developed control of language and structure to clearly answer the question</li></ul>	B 8-7
<ul style="list-style-type: none"><li>• Reflects clearly on their writing process with at least one clear connection between influences and their own writing</li><li>• Demonstrates control of language and structure to perceptively answer the question</li></ul>	C 6-5
<ul style="list-style-type: none"><li>• Describes their writing process with at least one connection referred to between influences and their own writing</li><li>• Demonstrates variable control of language and structure to which may make inconsistent references to the question</li></ul>	D 4-3
<ul style="list-style-type: none"><li>• Makes minimal or no connections between the texts studied and their own writing</li><li>• Minimal or no control of language and structure, may be brief, limited or unrelated to the question</li></ul>	E 2-1