



# MOUNT ANNAN HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

FACULTY	English	COURSE	Advanced English	YEAR	11
TASK NUMBER	1	TASK NAME	Common Module: Reading to Write		
TASK WEIGHT	40%				
TASK TYPE	Writing Portfolio and Reflection				
DATE OF NOTIFICATION	Monday Week 7, Term 1 2024 (11.3.24)				
DUE DATE	Friday Week 10, Term 1 2024 (5.4.24)				

### TASK INSTRUCTIONS

#### WRITING PORTFOLIO

**TOTAL MARKS: 40 Marks**

You are to create a portfolio that reflects what you have studied in the *Reading to Write* module this term. For your portfolio, you will need to compose a total of **THREE pieces of writing**. The portfolio is to include:

- **Part A: A creative piece**
- **Part B: An analytical piece**
- **Part C: Self Reflection**

#### Part A: Creative Writing

**20 marks**

You must:

- Choose a minor character or figure from one of the texts studied in class.
- Compose a short story that explores an event from a different perspective OR extends on one of the main ideas. If you wish to extend a main idea, you should write your story either before or after the events in the original text.
- The word count for your short story should be **800 words (+/-10%)**.

#### Part B: Analytical Composition

**20 marks**

You must:

- Compose a sophisticated and sustained piece of analytical writing that addresses a message or perspective presented in one of the texts studied in class.
- This piece can take the form of either a speech OR an essay. You must support your argument with textual references and analysis from your chosen text.
- The word count for your analytical response should be **800 words (+/-10%)**.

#### Part C: Self-Reflection

You must:

- Reflect on the nature, process, and purpose of BOTH of your pieces of writing.
- Complete the self-reflection checklist on page 5 AND 6

## **How do I do this?**

- Refer to the texts that you have studied in class. Copies of most of these texts should be available in the Term 1 booklet that was distributed to all students at the beginning of the term.
- Select a text as the basis of your creative composition and your analytical piece. The text that you select **MUST BE DIFFERENT** to the text that you use for your analytical piece.
- Reflect on BOTH of your compositions. Complete the self-reflection checklist.
- Craft and submit your drafts for teacher feedback.
- Implement feedback and refine your compositions before final submission.

## **Where do I submit this?**

- Via Google classroom or printed and submitted in person as arranged with your teacher.
- Or via an alternate way arranged between you and your teacher.

**NOTE: your assessment MUST be submitted by 9am on the due date.**

## **You will be assessed on how well you:**

### **Creative:**

- Compose an imaginative and original piece of sustained writing.
- Draw inspiration from one of the texts studied in class by using a minor character from the selected text to extend on key ideas / explore events from alternate perspectives.
- Use language and structure appropriate to form.

### **Analytical:**

- Compose a sophisticated, sustained and cohesive analytical response.
- Draw inspiration from one of the texts studied in class by addressing a message or perspective from the text.
- Use language and structure appropriate to form.

### **Reflection:**

- Reflect on the nature, process, and purpose of ONE of your compositional pieces.

**You may submit only ONE edited draft of each sustained piece of writing for the purposes of feedback. If you wish to submit a draft, this must be submitted no later than Friday 29th March, 2024, Week 9. Your teacher will provide you with feedback, but will not award you a suggested mark.**

## OUTCOMES

The outcomes being assessed in this task are:

- **EA11-1:** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- **EA11-3:** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- **EA11-4:** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- **EA11-6:** investigates and explains the relationships between texts
- **EA11-7:** identifies and explains cultural assumptions in texts and their effects on meaning
- **EA11-9:** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form'

- <https://mountannan-h.schools.nsw.gov.au/community/assessment-schedules.html>

# Statement of Authenticity and Academic Integrity Slip

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*Tear this off and submit with your completed task.*

## **Statement of Authenticity and Academic Integrity**

In signing this statement, you are certifying that:

- the planning, development, content and presentation of this assessment is your own work in every respect
- this assessment task has not been copied from another person's work, from books, the internet, or any other source
- you have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development

Malpractice procedures will be followed if you are found to be contravening the above statement

Name: \_\_\_\_\_ Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## FEEDBACK SHEET

When students receive regular feedback, it allows them to develop and refine their written responses. You are required to submit a draft, with edits, with your final submission.

When editing your draft, use the following code to show your work.

- **Spelling:** Circle and correct misspelled words
- **Punctuation:** Add punctuation marks or circle punctuation that has been used incorrectly
- **Grammar and expression:** Use a 'wiggly' line to underline sentences that are repetitive, contain incorrect grammar or sound awkward.
- **New paragraph:** Use a square bracket to indicate where a new paragraph should start
- **Additional details:** Use an arrow to add additional words or details

Secondly, complete the following table on your drafts:

Feedback	Needs attention	Good Work	Very Strong	Comments or suggestions
The text is interesting and engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The reader follows along with without getting 'lost' or confused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The story is believable and authentic; not clichéd OR essay structure is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The key character(s) are believable and show complexity and/or personal growth OR the argument is clear and logical in progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The narrative clearly deals with key themes and ideas from the exemplar text OR essay explores these themes and ideas accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Descriptive language is used to make the reader to imagine the characters, settings and events OR TEEEL structure and language techniques are used accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The sentences flow, moving well from one to the next. There are a variety of sentence types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The paragraphs are well structured and vary in length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are few errors in grammar, punctuation and spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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The text is interesting and engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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The paragraphs are well structured and vary in length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are few errors in grammar, punctuation and spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**These questions are to be completed after your task has been marked and teacher feedback received.**

What do you think you have done well?

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What can you focus on to improve and develop your response for the future?

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**Year 11 Advanced English Assessment Task**  
**Reading to Write – Portfolio**

Name:

Class:

Mark:

**GRADE MARKING GRID: PART A**

A student in this range is able to:

Mark/  
Grade

<ul style="list-style-type: none"> <li>● Skillfully composes an imaginative text that represents their understanding of themes, concepts, and messages of a text studied in class. <i>EA11-1 (Skillfully composes a sophisticated and engaging narrative that demonstrates a profound and deep understanding of the themes, concepts and/or messages of a text studied in class. More complex compositions might experiment with a symbolic / metaphorical exploration of ideas, demonstrating a more insightful understanding of the texts studied in class.)</i></li> <li>● Skillfully composes an imaginative text from the point of view of a minor character from their selected text, showing an insightful understanding of voice and perspective. <i>EA11-4 (Skillfully uses their understanding of language concepts and literary devices to compose a sophisticated and original imaginative text from the point of view of a minor character, demonstrating an insightful understanding of voice and perspective)</i></li> <li>● Writes with consistently skilful and sophisticated control of language, demonstrating an awareness of the forms of imaginative writing.</li> </ul>	<b>A</b> <b>17-20</b>
<ul style="list-style-type: none"> <li>● Effectively composes an imaginative text that represents their understanding of themes, concepts, and messages of a text studied in class. <i>EA11-1 (Composes an engaging narrative that demonstrates a deep understanding of the themes, concepts and/or messages of a text studied in class. More complex compositions might experiment with a more symbolic / metaphorical exploration of ideas, however the intended meaning may be unclear).</i></li> <li>● Effectively composes an imaginative text from the point of view of a minor character from their selected text, showing an in-depth understanding of voice and perspective. <i>EN11-4 (Student uses their understanding of language concepts and literary devices to compose a sustained and original imaginative text from the point of view of a minor character, demonstrating a deep understanding of voice and perspective. Response might include occasional and minor lapses in control of the minor character's voice.)</i></li> <li>● Writes with control of language, demonstrating an awareness of the forms of imaginative writing.</li> </ul>	<b>B</b> <b>13-16</b>
<ul style="list-style-type: none"> <li>● Compose an imaginative text that represents their understanding of themes, concepts, and messages of a text studied in class. <i>EA11-1 (Composes a sustained narrative that demonstrates a sound understanding of the themes, concepts and/or messages of a text studied in class. Composition might be slightly simplistic and/or cliched, demonstrating a lack of complexity and/or depth.</i></li> <li>● Composes an imaginative text from the point of view of a minor character from their selected text, showing a sound understanding of voice and perspective. <i>EA11-4 (Student uses some understanding of language concepts and literary devices to compose a sustained imaginative text from the point of view of a minor character, demonstrating an understanding of voice and perspective. Response might include lapses in control of the minor character's voice.)</i></li> <li>● Organise, develop and express ideas using language appropriate to audience, purpose, context and form.</li> </ul>	<b>C</b> <b>9-12</b>
<ul style="list-style-type: none"> <li>● Compose a basic imaginative text to represent their understanding of themes, concepts, and messages of a text studied in class. <i>EA11-1 (Attempts to compose a narrative that demonstrates some understanding of the themes, concepts and/or messages of a text studied in class. Composition might be simplistic and/or cliched, demonstrating a lack of complexity and/or depth. Composition might not be sustained.</i></li> <li>● Attempt to give a voice to a minor character to show an understanding of voice and perspective. <i>EA11-4 (Student uses some understanding of language concepts and literary devices to compose an imaginative text, demonstrating some understanding of voice and perspective. Response might not be sustained, and might also lapse control of the minor character's voice.)</i></li> <li>● Attempt to organise, develop and express ideas using language appropriate to audience, purpose, context and form, demonstrating an inconsistent or ineffective use of the editing process.</li> </ul>	<b>D</b> <b>5-8</b>
<ul style="list-style-type: none"> <li>● Compose a response which represents a limited understanding of themes, concepts, messages and text structure. <i>EA11-1 (Attempts to compose a narrative that demonstrates a limited understanding of the themes, concepts and/or messages of a text studied in class. Composition is not sustained and lacks complexity and depth.</i></li> <li>● Show a limited understanding of voice and perspective. <i>EA11-4 (Student uses a limited understanding of language concepts and literary devices to compose an imaginative text, demonstrating a basic understanding of voice and perspective. Response might not be sustained, heavily cliched, and/or might also lapse control of the minor character's voice.)</i></li> <li>● Demonstrate a limited ability to organise, develop and express ideas using language appropriate to audience, purpose, context and form, demonstrating minimal evidence of the editing process.</li> </ul>	<b>E</b> <b>1-4</b>
<ul style="list-style-type: none"> <li>● Non-attempt</li> <li>● Assessment malpractice</li> </ul>	<b>0</b>

**Year 11 Advanced English Assessment Task**  
**Reading to Write – Portfolio**

Name:

Class:

Mark:

**GRADE MARKING GRID: PART B**

A student in this range is able to:

Mark/  
Grade

<ul style="list-style-type: none"> <li>● Composes a sophisticated and sustained analytical text to represent their understanding of themes, concepts, messages and text structure and which mirrors or challenges these ideas. <i>EA11-7 (Student skillfully composes a sophisticated and sustained response that represents a deep and insightful understanding of how texts can represent personal and public worlds in a multitude of ways, drawing on their understanding of the themes, concepts, and/or messages of a text that has been studied in class.)</i></li> <li>● Develop a sustained and logical response based on sophisticated analysis of relevant textual detail. <i>EA11-3 (Skillfully crafts a cohesive and logical response that demonstrates an insightful understanding of a text studied in class through careful and considered analysis. Analytical response draws on and analyses a range of literary techniques to demonstrate an insightful understanding of how composers use language features and structures of text to create meaning,)</i></li> <li>● Organise, develop and express ideas using sophisticated language appropriate to audience, purpose, context and form.</li> </ul>	<p><b>A</b> <b>17-20</b></p>
<ul style="list-style-type: none"> <li>● Composes an effective and sustained analytical text to represent their understanding of themes, concepts, messages and text structure and which mirrors or challenges these ideas. <i>EA11-7 (Student composes a sustained response that represents a deep understanding of how texts can represent personal and public worlds in a multitude of ways, drawing on their understanding of the themes, concepts, and/or messages of a text that has been studied in class.)</i></li> <li>● Develops a logical response based on effective analysis of relevant textual detail. <i>EA11-3 (Crafts a logical response that demonstrates a deep understanding of a text studied in class through careful analysis. Analytical response draws on and analyses literary techniques to demonstrate an understanding of how composers use language features and structures of text to create meaning. Responses might include inconsistent analysis, or a lack of cohesion between analysis and argument.)</i></li> <li>● Organise, develop and express ideas using effective language appropriate to audience, purpose, context and form.</li> </ul>	<p><b>B</b> <b>13-16</b></p>
<ul style="list-style-type: none"> <li>● Composes an analytical text which represents their understanding of themes, concepts, messages and text structure and which mirrors or challenges these ideas. <i>EA11-7 (Student composes a response that represents a sound understanding of how texts can represent personal and public worlds, drawing on an understanding of the themes, concepts, and/or messages of a text that has been studied in class.)</i></li> <li>● Use and analyse language forms and features in their chosen form. <i>EA11-3 (Crafts a response that demonstrates a sound understanding of a text studied in class through the inclusion of some analysis. Response draws on and analyses some literary techniques to demonstrate an understanding of how composers use language features and structures of text to create meaning. Responses might include inconsistent analysis, and/or a lack of cohesion between analysis and argument.)</i></li> <li>● Organise, develop and express ideas using language appropriate to audience, purpose, context and form.</li> </ul>	<p><b>C</b> <b>9-12</b></p>
<ul style="list-style-type: none"> <li>● Composes an analytical text which represents a basic understanding of themes, concepts, messages and text structure and which mirrors or challenges these ideas. <i>EA11-7 (Student attempts to compose a response that represents an understanding of how texts can represent personal and public worlds. Response may draw on a basic understanding of the themes, concepts, and/or messages of a text that has been studied in class, but may not be sustained / may lack depth and detail. )</i></li> <li>● Basic use of language forms and features in their chosen form. <i>EA11-3 (Crafts a response that demonstrates some understanding of a text studied in class. Response might refer to evidence from their chosen text/ literary techniques to demonstrate some understanding of how composers create meaning. Responses might be brief, identify techniques as opposed to analysing them, and/or lack cohesion between evidence and argument.)</i></li> <li>● Attempt to organise, develop and express ideas using language appropriate to audience, purpose, context and form, demonstrating an inconsistent or ineffective use of the editing process.</li> </ul>	<p><b>D</b> <b>5-8</b></p>
<ul style="list-style-type: none"> <li>● Attempts to compose an analytical text which represents a limited understanding of themes, concepts, messages and text structure. <i>EA11-7 (Response demonstrates a limited understanding of how texts can represent personal and public worlds. Response may not be sustained, and may or may not refer to a text that has been studied in class.)</i></li> <li>● Limited use of appropriate language in an analytical manner. <i>EA11-3 (Crafts a limited response that demonstrates a basic understanding of a text studied in class. Responses might be brief, speak broadly about their chosen text, and/or lack cohesion between evidence and argument.)</i></li> <li>● Demonstrate a limited ability to organise, develop and express ideas using language appropriate to audience, purpose, context and form, demonstrating minimal evidence of the editing process.</li> </ul>	<p><b>E</b> <b>1-4</b></p>
<ul style="list-style-type: none"> <li>● Non-attempt</li> <li>● Assessment malpractice</li> </ul>	<p><b>0</b></p>



**Year 11 Advanced English Assessment Task**  
**Reading to Write – Portfolio**

**Name:**

**Class:**

<b>GRADE MARKING GRID: PART C</b> <i>EA11-9 (Successfully reflects on own pieces of work to develop their skills as a reader and writer, and uses editing skills to refine their polished pieces of work)</i>	<b>Yes</b>	<b>No</b>
Reflection for <b>both</b> pieces have been completed		
Submission of drafts for <b>both</b> pieces		