



# Warialda High School Assessment Notification

Subject: English (Advanced)

Year 11

Assessment Task 1 of 3

<b>Due Date (or Task Date):</b>	Term 1, Week 10- Friday 5th April, 2024 9.05AM
<b>Weighting</b>	40%
<b>This assessment will be in the form of:</b>	Body of Work Collection with Reflection

**Context:** Throughout the Year 11 Common Module: Reading to Write, students have had the opportunity to examine a range of texts which explore the concept of the hero's journey. Students have developed their knowledge of heroes throughout the ages, the mythology that surrounds them and the theoretical paradigms that seek to explain how people can read and write the hero's journey.

### Description of Task:

To successfully complete this assessment task, you are to submit a portfolio of work completed over the term. You will complete all work during the course of the term in class, and must fill out the attached logbook upon completion of each task. Each task also requires you to seek teacher and peer feedback.

Your portfolio should consist of:

1. **ONE Book Review** (refer to page 36-41 of your Workbook for a thorough scaffold): compose a 700-800 word book review based on a text of your own choosing which explores the text's representation of the hero and their journey and whether the book conforms to, or deviates from Christopher Vogler's Paradigm.
2. **ONE Persuasive Essay** (refer to page 89 of your Workbook for a thorough scaffold): compose a 800-100 word essay response to the question- "The world might change, but heroes remain the same. Consider the truth of this statement in relation to Christina Rossetti's "Goblin Market" (1862) and Banjo Paterson's "The Man from Snowy River" (1890)."
3. **One Text Annotation** of Louisa Lawson's "Speech delivered at the first meeting of The Dawn Club, 1889" (refer to page 96-97 of your Workbook)
4. **ONE reflective piece** on the writing process and how your experiences in this module have influenced your writing. This reflection should be a 300 word (maximum) personal reflection on the writing process. In your reflection, you will need to answer the following questions:
  - Outline how your reading and writing experiences in this module have influenced your writing.
  - Evaluate how successfully you have experimented with effective ways to represent your ideas and explain how you have used feedback and the drafting process to refine your work.
5. **ONE Completed Logbook**

### Outcomes to be assessed:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure (Book Review; Persuasive Essay)

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning (Annotation)

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments (Book Review; Persuasive Essay)

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner (Reflection)

**Marking Criteria** ✓ attached overleaf

## MARKING CRITERIA

	<b>Piece one Book Review (EA11-1, EA11-5)</b>	<b>Piece two Persuasive Essay (EA11-1, EA11-5)</b>		<b>Piece 3 Annotation (EA11-3)</b>	<b>Piece 4 Reflection (EA11-9)</b>
<b>A 13- 15</b>	<ul style="list-style-type: none"> <li>• Demonstrates an outstanding use of language forms and features to compose an outstanding piece of creative/discursive writing which explores the representation of the hero's journey in their chosen text.</li> <li>• Composes an effective, sustained text in the correct form.</li> <li>• Demonstrates exceptional use of the editing process</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an outstanding use of language forms and features to compose an outstanding piece of creative writing.</li> <li>• Demonstrates an insightful understanding of the metanarrative of the hero's journey</li> <li>• Demonstrates exceptional use of the editing process</li> </ul>	<b>A 5</b>	<ul style="list-style-type: none"> <li>• Outstanding identification of language concepts across the textual form of a speech and their effect on meaning..</li> </ul>	<ul style="list-style-type: none"> <li>• Insightfully articulates the pleasures and difficulties, successes and challenges experienced in independent and collaborative work, and how they will establish improved practices in the future.</li> </ul>
<b>B 10- 12</b>	<ul style="list-style-type: none"> <li>• Demonstrates a highly developed use of language forms and features to compose a highly developed piece of creative/discursive writing explores the representation of the hero's journey in their chosen text.</li> <li>• Composes a sustained text in the correct form.</li> <li>• Demonstrates thorough use of the editing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a highly developed use of language forms and features to compose a highly developed piece of writing.</li> <li>• Demonstrates an effective understanding of the metanarrative of the hero's journey</li> <li>• Demonstrates thorough use of the editing process.</li> </ul>	<b>B 4</b>	<ul style="list-style-type: none"> <li>• Highly developed identification of language concepts across the textual form of a speech and their effect on meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly articulates the pleasures and difficulties, successes and challenges experienced in independent and collaborative work, and how they will establish improved practices in the future.</li> </ul>
<b>C 7-9</b>	<ul style="list-style-type: none"> <li>• Demonstrates a sound use of language forms and features to compose a sound piece creative/discursive writing explores the representation of the hero's journey in their chosen text.</li> <li>• Composes a sound text in the correct form.</li> <li>• Demonstrates adequate use of the editing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a sound use of language forms and features to compose a sound piece of writing.</li> <li>• Demonstrates a sound understanding of the metanarrative of the hero's journey.</li> <li>• Demonstrates adequate use of the editing process.</li> </ul>	<b>C 3</b>	<ul style="list-style-type: none"> <li>• Sound identification of language concepts across the textual form of a speech and their effect on meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately discusses the pleasures and difficulties, successes and challenges experienced in independent and collaborative work, and how they will establish improved practices in the future.</li> </ul>
<b>D 4-6</b>	<ul style="list-style-type: none"> <li>• Demonstrates a basic use of language forms and features to compose a basic piece of creative/discursive writing explores the representation of the hero's journey in their chosen text.</li> <li>• Composes a basic piece of writing which may/may not consider form.</li> <li>• Demonstrates inconsistent or ineffective use of the editing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a basic use of language forms and features to compose a basic piece of writing.</li> <li>• Demonstrates a basic understanding of the metanarrative of the hero's journey</li> <li>• Demonstrates inconsistent or ineffective use of the editing process.</li> </ul>	<b>D 2</b>	<ul style="list-style-type: none"> <li>• Basic identification of language concepts across the textual form of a speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic discussion of their own learning and writing process, attempts to reflect on their strengths and areas for improvement.</li> </ul>
<b>E 1-3</b>	<ul style="list-style-type: none"> <li>• Demonstrates a limited use of language forms and features to compose a limited piece of writing explores the representation of the hero's journey in their chosen text.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a limited use of language forms and features to compose a limited piece of writing.</li> <li>• Demonstrates little or no understanding of the</li> </ul>	<b>E 1</b>	<ul style="list-style-type: none"> <li>• Limited identification of language concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes their learning or writing process, limited reflection on their strengths and areas for improvement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Composes a limited piece of writing which may/may not consider form.</li> <li>• Demonstrates minimal evidence of the editing process.</li> </ul>	<p>metanarrative of the hero's journey</p> <ul style="list-style-type: none"> <li>• Demonstrates minimal evidence of the editing process.</li> </ul>		
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**Feedback**

- During the drafting and editing process, the teacher will provide verbal and written feedback, identifying areas for improvement.
- After submission, the teacher will provide written feedback outlining strengths and areas for improvement with a focus on building knowledge, understanding and skills for future learning. Students will have an individual conference with the teacher to discuss goals for improvement.

## Literacy Requirements

Literacy	Check/Comments
<p><b>Grammar, sentence structures, punctuation and spelling reflect a strong grasp of language and the ability to craft writing with clarity and precision</b></p>	
<ul style="list-style-type: none"> <li>· capital letters are used where required</li> <li>· uses varied punctuation correctly, including complex punctuation</li> <li>· punctuates dialogue correctly</li> <li>· spelling is correct</li> <li>· paragraphs are used to logically separate sections of your narrative</li> <li>· sentence structures are correct and varied – simple, compound, and complex sentences</li> <li>· tense is consistent</li> <li>· a range of sophisticated/complex vocabulary and language choices</li> </ul>	
<ul style="list-style-type: none"> <li>· capital letters need attention – to start sentences, for names or people and places (proper nouns)</li> <li>· punctuation errors need correcting</li> <li>· work on using complex punctuation correctly ( ; : – - )</li> <li>· incorrect punctuation of dialogue</li> <li>· spelling errors need to be addressed – too many</li> <li>· paragraphing needs improvement</li> <li>· sentence structures require improvement.</li> </ul>	
<p><b>You have:</b></p> <ul style="list-style-type: none"> <li>· run-on sentences</li> <li>· unintentional sentence fragments</li> <li>· tense is inconsistent</li> <li>· vocabulary choices need to be more sophisticated and complex</li> </ul>	



# Student Register of Notification of Assessment Task

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## PLEASE READ BEFORE SIGNING

By signing below, I acknowledge that I am aware of the above assessment task and the rules regarding assessment tasks, including the necessity of a doctor's certificate or other documentation if a task is not attended or handed in on time.

I also acknowledge that I am in receipt of the assessment outcomes and marking criteria for this task.

<u>Student:</u>	<u>Signature:</u>	<u>Date Notification Received :</u>	<u>Date Task Was Submitted (Teacher Sign Off):</u>
William Barwick			
Thomas Bell			
Lisa Digby			
Vashtan Gallen			
Imogen Hall			
Scarlett Nieddu			
Lucille Reading			
Harrison Tevaga			
Bella Tuthill			
Haizen Way			

