# Sample Assessment Task Notification

# English EAL/D – Year 12

# *Focus on Writing*

**Context:** In the *Focus on Writing* unit students have engaged in authentic writing experiences that have enabled them to develop their capacity to respond in a variety of forms. Over the English EAL/D Year 12 course, students have used the content of the module studied to strengthen their abilities to respond to content and compose a range of texts that are informative, critical, persuasive and imaginative. Through experimentation with language forms and features, students have strengthened their English language skills and improved their academic writing skills. Significant focus has been placed on the planning, editing and drafting process as an essential element of the writing experience. This assessment task requires students to capture a key writing experience of the course and present a composition, as well as drafts written in preparation for the composition, to demonstrate their skills in writing refined and sustained texts.

| **Task number:** 3 | **Weighting:** 25% | **Timing:** Term 3, Week 10 |
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| **Outcomes assessed**  **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning  **EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts  **EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | | |
| **Nature of the task**   * Students prepare and present a sustained written composition that they have completed during the course of their study. This composition can be drawn from any of the modules studied during the Year 12 course. Students should include a minimum of two drafts of the text to demonstrate the editing process undertaken. * The following points should be considered in completing this task: * The composition should be 800–1000 words in length. * The text submitted for the assessment task cannot be one that was completed as part of any other assessment task. * The edited draft copies should show evidence of feedback from self, peers and/or the teacher. * Through engagement in the editing process, students should ensure that:   + - main ideas or points are clearly communicated     - ideas are expressed in a logical sequence     - appropriate conventions of style and layout are applied     - tone and register are appropriate to purpose, audience and context     - sentences and paragraphs are used appropriately     - spelling and grammar are used correctly     - punctuation is used to assist meaning. | | |
| **Marking criteria**  Students:   * compose a sustained written response for a particular purpose, context and audience * use appropriate language forms, features and structures to communicate ideas in the chosen form * use a variety of strategies to refine and edit their work in order to improve its quality. | | |
| **Feedback provided**   * whole-class discussion * written comments relating to marking guidelines as well as areas of strength and areas for improvement | | |

**Marking guidelines**

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| A student: | |
| * composes a sustained, highly-developed written response for a particular purpose, context and audience * uses a range of language forms, features and structures to effectively and logically communicate ideas * demonstrates a highly-developed understanding of the editing process | 21–25 |
| * composes a sustained, well-developed written response for a particular purpose, context and audience * uses a range of language forms, features and structures to clearly communicate ideas * demonstrates a well-developed understanding of the editing process | 16–20 |
| * composes a sustained written response for a particular purpose, context and audience * uses language forms, features and structures to communicate ideas * demonstrates an understanding of the editing process | 11–15 |
| * composes a written response with some awareness of purpose, context and audience * attempts to use language forms, features and structures to communicate ideas * demonstrates a basic understanding of the editing process | 6–10 |
| * composes an elementary response * displays limited use of language forms, features and structures to communicate ideas * demonstrates a limited understanding of the editing process | 1–5 |