# Sample Formal Assessment Task Notification

# English Advanced – Year 11

**Context**

In the Common Module – Reading to Write, students develop the knowledge and skills to appreciate, understand, analyse and evaluate complex texts. Students have studied and reflected on a variety of texts around the idea of the dichotomy between dreams and reality. The focus text for this unit is F. Scott Fitzgerald’s novel, *The Great Gatsby*. Students have also read and responded to a range of other texts, including essays, poems, films, plays, short stories, speeches, and other novels. These other texts connect with the focus text through the study of genre, theme and point of view. Students have undertaken a range of writing activities throughout the unit to assist in preparing for this task.

| **Assessment Task:** 1 | **Weighting:** 30% | **Timing:** Term 1, Week 10 |
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| **Outcomes assessed**  **EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **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  **EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments  **EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner | | |
| **Nature of the task**  You are to write your own imaginative text on the idea of the Australian Dream. 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, graphic novel, essay or speech.  The final imaginative text will be a maximum of 1200 words (or less for poetry or graphic novel, by negotiation with teacher). Students must submit at least one draft with the final submission.  You should allocate appropriate time to plan and process your writing, and to consider how you use point of view to present your ideas effectively.  You are also required to submit a 300 word (maximum) personal reflection on the nature and purpose of your imaginative text. In your reflection, you will need to:   * explain how your reading and writing experiences in this unit influenced you when making decisions about writing your own imaginative text * justify your choices about appropriate and effective ways to represent the idea of dreams and reality * reflect and evaluate your learning experience throughout this process. | | |
| **Marking criteria**  You will be assessed on how well you:   * represent your understanding of the Australian Dream through skilful use of point of view and a range of aspects of language, style and convention in your chosen form * effectively experiment with language conventions and form to express complex ideas in a sustained imaginative composition * use the editing process to communicate complex ideas * reflect on and evaluate your learning and writing processes to identify strengths and areas for improvement. | | |
| **Feedback provided**   * The teacher will provide written feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning. | | |

**Marking guidelines**

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| Students: | Mark range |
| * compose an effective, sustained, imaginative text to represent their view of the Australian Dream * use and analyse a range of language forms and features in their chosen form creatively and effectively * demonstrate effective use of the editing process * evaluate their own learning and writing processes insightfully, considering their strengths and areas for improvement. | 25­–30 |
| * compose a sustained and imaginative text to represent their view of the Australian Dream * use and analyse a range of language forms and features in their chosen form creatively and appropriate to purpose and audience * demonstrate use of the editing process * evaluate their own learning and writing processes, considering their strengths and areas for improvement. | 19–24 |
| * compose an imaginative text which represents a view of the Australian Dream * use and analyse language forms and features in their chosen form appropriate to purpose and audience * demonstrate some use of the editing process * reflect on strengths and areas for improvement with some evaluation. | 13–18 |
| * compose a text which represents a basic view of the Australian Dream * use language forms and features in their chosen form but demonstrate a basic understanding of their effect * demonstrate inconsistent or ineffective use of the editing process * reflect on strengths and areas for improvement. | 7–12 |
| * represent a limited view of the Australian Dream * limited use of appropriate language in an imaginative manner * minimal evidence of the editing process * partial reflection that describes their learning process. | 1–6 |