# Sample Formal Assessment Task Notification

# English Studies – Year 11 – Collection of Classwork

**Context:** This assessment task reflects the requirement for all students to submit a collection of classwork. Throughout the Year 11 course, students will study a minimum of three modules and will compose a variety of texts in relation to their study of each module. In the course of their study, students will have the opportunity to develop skills in using and manipulating a range of online tools to publish their work. This assessment task should be given to students at the beginning of the course to enable them to collect class work progressively. However, the assessment task will not be due until the final term of Year 11.

| **Task number:** 3 | **Weighting:** 40% | **Timing:** Term 3 |
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| **Outcomes assessed**  **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms  **ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts  **ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes  **ES11-7** represents own ideas in critical, interpretive and imaginative texts  **ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning | | |
| **Nature of the task**  You are to choose two written work samples from each of the modules that you will study in Year 11. These work samples must:   * be completed as part of classwork, not assessment tasks * demonstrate close editing and the implementation of feedback to produce a polished piece of writing * include a variety of written forms such as a description, an essay, a speech, a poem, a letter or a narrative.   You must also complete a reflection statement in which you explain the decisions that you have made in completing this assessment task. Your reflections statement should include:   * an overview of the reasons why you selected the pieces of classwork for publication * an explanation of the choices you made in organising and presenting your work in order to publish it online as a personal website.   **Presentation of work**  You must present your collected work samples on a personal website using the website template features to organise and present your work effectively. You should carefully consider the following elements when designing your website: font styles, colours and sizes, choice of language, images, backgrounds, and layout.  You can include scanned or typed copies of written material. You must submit the link to your website to the teacher on the due date. | | |
| **Marking criteria**  You will be assessed on how well you:   * compose a range of texts for various audiences, purposes and contexts * express ideas with clarity and accuracy * explain and justify choices made in completing this task * use a variety of language forms and features to organise and present your work. | | |
| **Feedback provided**  Feedback will be provided as written comments on the marking guidelines that outline strengths and areas for improvement. Students will be encouraged to read each other’s websites and leave constructive comments about the published texts. | | |

**Marking guidelines**

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| **A student:** | **Mark range** |
| * demonstrates a well-developed ability to apply the conventions of a variety of types of texts to compose responses * displays effective control of language in a variety of sustained texts * provides detailed explanation and justification of the decisions made in learning * demonstrates well-developed skills in using a variety of language and structural features to present information. | 17–20 |
| * demonstrates a sound ability to apply the conventions of a variety of types of texts to compose responses * displays sound control of language in a variety of sustained texts * provides explanation and justification of the decisions made in learning * demonstrates competent skills in using language and structural features to present information. | 13–16 |
| * demonstrates a developing ability to apply the conventions of a variety of types of texts to compose responses * displays some control of language in a variety of sustained texts * provides some explanation and justification of the decisions made in learning * demonstrates developing skills in using language and structural features to present information. | 9–12 |
| * demonstrates a basic ability to apply the conventions of some types of texts to compose responses * displays variable control of language in a variety of texts * provides a description of the decisions made in learning * demonstrates basic skills in using some language and structural features to present information. | 5–8 |
| * demonstrates a limited ability to apply the conventions of some types of texts to compose some responses * displays minimal control of language in a limited variety of texts * attempts to provide a description of the decisions made in learning * demonstrates elementary skills in using a limited range of language and structural features to present information. | 1–4 |

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| **Areas of strength** |
| **Areas that require further development** |