# Sample Formal Assessment Task Notification

# English Advanced – Year 11

**Context:** In this unit, students have explored the act of reading and how this is closely linked to the process of writing. They have examined their own experiences of reading, as well as those of writers, to determine the ways in which reading influences what and how we write. Students have read a variety of types of texts and have interacted with the details of these texts in order to develop their own critical and creative compositions. In doing so, students have developed fundamental skills for, and understanding of concepts related to, the study of the English Advanced Stage 6 course. This task requires students to synthesise their learning in order to communicate their personal experience and understanding of the relationship between reading and writing.

| **Task number:** 1 | **Weighting:** 30% | **Timing:** Term 1 |
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| **Outcomes assessed**  **EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **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  **EA11-6** investigates and evaluates the relationships between texts  **EA11-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued  **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**  Select one of the quotes below to consider in light of your exploration of this module.   * ‘To choose to write is to reject silence.’ Chimamanda Ngozi Adichie * ‘I believe that writing is derivative. I think good writing comes from good reading.’ Charles Kuralt * ‘The greatest part of a writer’s time is spent in reading, in order to write: a man will turn over half a library to make one book.’ Samuel Johnson   Using your selected quote as a base, compose a personal response in which you explore the experience of, and relationship between, reading and writing texts in this unit. In your response, you must comment on:   * one text selected from the class compilation *The Book That Shaped Me* * one text from your own wide reading * one text studied in class as part of this unit.   Your personal response may take the form of:   * a personal essay * a vlog (video log) * a letter to the teacher * a series of blog entries. | | |
| **Marking criteria**  You will be assessed on how well you:   * address the quote in relation to your experiences of reading and writing * explain and justify ideas through close reference to the required texts * communicate your understanding using appropriate language forms and features. | | |
| **Feedback provided**  Individual feedback will be provided to students through comments on the marking sheet. The teacher will also provide feedback to the class in relation to the strengths and weaknesses of the class group. These comments will be used to inform future teaching and learning. | | |

**Marking guidelines**

| **A student:** | **Mark range** |
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| * expresses a highly developed understanding of the relationship between reading and writing based on personal experiences * demonstrates a highly developed ability to use textual details to explain and justify ideas * displays highly effective use of language and form appropriate to audience, context and purpose. | 17–20 |
| * expresses a well-developed understanding of the relationship between reading and writing based on personal experiences * demonstrates a well-developed ability to use textual details to explain and justify ideas * displays effective use of language and form appropriate to audience, context and purpose. | 13–16 |
| * expresses a sound understanding of the relationship between reading and writing based on personal experiences * demonstrates a satisfactory ability to use textual details to explain and justify ideas * displays sound use of language and form mostly appropriate to audience, context and purpose. | 9–12 |
| * expresses a developing understanding of the relationship between reading and writing based on personal experiences * demonstrates a basic ability to use textual details to explain and justify ideas * displays basic use of language and form with some appropriateness to audience, context and purpose. | 5–8 |
| * attempts to express an understanding of the relationship between reading and writing based on personal experiences * demonstrates a limited ability to use textual details to explain and justify ideas * displays limited use of language and form with little appropriateness to audience, context and purpose. | 1–4 |

**Feedback:**