**Sample Formal Assessment Task Notification**

**English Standard – Year 11**

**Context**

In the Common Module – Reading to Write, students develop the skills and knowledge to appreciate, understand, analyse and evaluate texts. Students have studied and reflected on a variety of texts around the idea of dreams and reality. The focus text for this unit is John Steinbeck’s novella, *Of Mice and Men*. 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 style. 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****EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies**EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning**EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments**EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner |
| **Nature of the task**You are to write your own imaginative text on the idea of dreams and reality. 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 1000 words (or less for poetry or graphic novel, by negotiation with teacher). You should allocate appropriate time to plan and process your writing, and to consider how you can demonstrate your unique style as a writer.You are also required to submit a 250 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 on and assess your learning experience throughout this process.
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| **Marking criteria**You will be assessed on how well you:* represent your understanding of dreams and reality through effective use of your chosen form
* analyse and use language conventions and form to express complex ideas in a sustained imaginative composition
* use the editing process to communicate complex ideas
* reflect on and assess your learning and writing processes to identify strengths and areas for improvement.
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| **Feedback provided*** The teacher will provide written feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.
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**Marking guidelines**

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