



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English Course: Standard English Year: 11

Assessment Task: Reading to Write – Composition Task

Assessment Weighting: 30% Due: Term 1, Week 9 Date: Friday, March 24th – Periods 1 & 2

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)
EN11.1, EN11.2, EN11.3 EN11.4, EN11.5, EN11.7, EN11.8, EN11.9
Task Description/Overview
Students will compose an imaginative piece based on an unseen stimulus. This piece of writing must be based on the concept of IDENTITY . They will then reflect on the effectiveness of their composition and understanding of key themes.
Detailed Assessment Task Description
Part One: Composition - 15 marks Students will be given a stimulus from ONE poem they have studied by Peter Skrzynecki. Using this stimulus, students must compose an imaginative piece that demonstrates their understanding of the concept of IDENTITY and key themes within the poem . Students will also be assessed on their ability to implement language form and features for effect.
Part Two: Reflection Questions – 15 marks Students will need to respond to TWO unseen questions, justifying the use of language techniques, form and vocabulary implemented in PART ONE of the task. They will need to explain HOW their piece explores the key themes within the stimulus and the overarching theme of identity. Students will also need to identify at LEAST 3 techniques used within their piece and evaluate their effectiveness in shaping atmosphere, evoking emotion and communicating their understanding of the concept of identity. These reflection questions need to be structured appropriately, with use of the paragraph structure taught in class eg: STEEL/SETEL/STAR . Students will be given a ‘scaffold’ that will aid them in their preparation prior to the task. They will also be given a ‘CHECKLIST’ on the day of their composition.

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

Assessment Criteria – Part One – Composition		
	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • composes a highly effective, sustained, imaginative text that represents their understanding of identity and the stimulus • uses a wide range of language forms and features creatively and effectively • writes with confidence and flair and competent use of spelling, grammar and punctuation to shape meaning 	13-15
High (H)	<ul style="list-style-type: none"> • composes a sustained and imaginative text that represents their understanding of identity and the stimulus • uses a range of language forms and features, related to their chosen forms, with a clear sense of purpose • writes with effective use of spelling, grammar and punctuation 	10-12
Sound (S)	<ul style="list-style-type: none"> • composes an imaginative text that represents their understanding of identity and has some link to the stimulus • uses language forms and features but these may be inconsistent or lack purpose • writes with sound use of spelling, grammar and punctuation. This may be inconsistent or impact meaning 	7-9
Basic (B)	<ul style="list-style-type: none"> • composes an imaginative text that represents a basic understanding of identity and minimal link to stimulus • uses some language forms and features • writes with inconsistent use of spelling, punctuation and grammar 	4-6
Limited (L)	<ul style="list-style-type: none"> • attempts to represent/represents a limited understanding of identity and stimulus • limited use of appropriate language forms and features • Limited/elementary use of appropriate language 	1-3

Assessment Criteria – Part Two – Reflection Question One	Marks
<ul style="list-style-type: none"> Provides a sophisticated explanation of how their piece explores identity and key themes from the stimulus, using well-chosen, detailed textual evidence Demonstrates effective control of evaluative language 	5
<ul style="list-style-type: none"> Provides an effective explanation of how their piece explores identity and key themes from the stimulus, using relevant textual references Demonstrates sound control of evaluative language 	3-4
<ul style="list-style-type: none"> Provides a description or recount of how their piece explores identity or thematic concerns, textual evidence may be missing Demonstrates variable control of evaluative language 	2
<ul style="list-style-type: none"> Provides some relevant information about their own writing 	1

Assessment Criteria – Part Two – Reflection Question Two	Marks
<ul style="list-style-type: none"> Provides a sophisticated explanation of how figurative language or stylistic features have been used for a particular purpose, using well-chosen, detailed textual evidence Demonstrates effective control of evaluative language 	9-10
<ul style="list-style-type: none"> Provides an effective explanation of how figurative language or stylistic features have been used for a particular purpose, using relevant textual references Demonstrates sound control of evaluative language 	6-8
<ul style="list-style-type: none"> Provides a description or recount of how figurative language or structural features have been used, textual evidence is missing Demonstrates variable control of evaluative language 	3-5
<ul style="list-style-type: none"> Provides some relevant information about their own writing 	1-2

Scaffolds for Reflection Questions

Question One – Scaffold/Outline	
Statement addressing identity and how you've shown this in your piece	
Example/quote 1 from YOUR composition	
Explanation of evidence.	
Example/quote 2 from YOUR composition	
Explanation of evidence	
Link back to question/statement	

Question Two – Scaffold/Outline	
Statement addressing how TEXTUAL FEATURES impact meaning	
Example/Quote 1 from YOUR composition	
Explanation of TECHNIQUES/FEATURES and their effects	
Example/Quote 2 from YOUR composition	
Explanation of TECHNIQUES/FEATURES and their effects	
Example/Quote 3 from YOUR composition	
Explanation of TECHNIQUES/FEATURES and their effects	

Link back to question/statement	
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