



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: English Unit: Resolutions – Short Texts Year: 10

Assessment Task: Portfolio Task

Assessment Weighting: 25% Due: Term 3, Week 7 Dates: Thursday, 5<sup>th</sup> September and Friday 6<sup>th</sup> of September

Task Type: Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E

### Task Description/Overview

Students will have completed a collection of creative writing pieces throughout the unit based on the concept of Resolution. Students will be required to refine one of those pieces and complete a reflection question.

### Detailed Assessment Task Description

This task consists of **two sections**. Students will be given an entire period per section. They will need to be present on *both* days to fulfil the requirements of this task. **If a student is absent in at least one of the days without an approved illness/misadventure, it will result in a N-Determination Warning.**

#### **Thursday 5<sup>th</sup> September – Section One: Publish Creative Piece – 15 marks**

Students are required to edit, proofread, and refine one draft that has been annotated by their teacher as their re-written published piece.

The published piece is to be handwritten in class, with no devices allowed.

**The composition should be a minimum of 400 words and a maximum of 800 words.**

#### **Friday 6<sup>th</sup> September – Section Two: Reflection – 10 marks**

Students must respond to guiding questions about their published piece. You must structure your response in **PARAGRAPH** form, as taught in class.

1. Explain how the concept of resolutions was shown in your text. **Include 3 quotes** from your original piece.
2. What language techniques did you use? **Provide ONE technique for each quote.**
3. Explain **how each technique was used** to show your ideas of resolution.

### Consider the following:

**Audience:** The audience for this response is for your teacher. You will need to use formal, sophisticated language. This will include language that helps you to **EVALUATE** your choices in techniques.

**Purpose:** The purpose of this response is to demonstrate that you can reflect on your own writing, reflecting on the language techniques you have used and **how they made your creative piece more effective. Consider atmosphere, mood and emotion.**

**Text type:** This response is a hybrid response. It is an essay paragraph, but also a reflection on your own writing. This means you will need to follow the structure we have covered in class (**STEEL/SETEL**) Because this is a personal reflection on a text you have created, you will need to write in **FIRST PERSON (eg: I, MY)**

### TASK CHECKLIST

Have I?	Tick when complete
Have I completed my creative piece for <b>SECTION ONE</b> of the task?	<input type="checkbox"/>
Have I submitted this to the teacher for feedback?	<input type="checkbox"/>
Have I edited the piece using the feedback given to me?	<input type="checkbox"/>
Have I selected 3 quotes from my piece that I think show the concept of resolution?	<input type="checkbox"/>
Have I identified language techniques within my selected quotes and am I able to explain how these techniques are effective?	<input type="checkbox"/>

### WRITING ELEMENTS CHECKLIST

Writing Element	Tick when complete
Have I used <b>CONJUNCTIONS</b> ? (Words that link groups of words together. Eg: and, when, but, though, even)	<input type="checkbox"/>
Have I used <b>CONNECTIVES</b> ? (These are words that help your sentences flow and progress effectively. Eg: firstly, additionally, similarly, however, finally)	<input type="checkbox"/>
Have I used <b>EVALUATIVE LANGUAGE</b> ? (These are words that make a judgement. In this case a positive judgement. Eg: effective, purposeful, thoughtful, emotional, intentional, engaging)	<input type="checkbox"/>

<b>PORTFOLIO ASSESSMENT CRITERIA</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>Composes an effective and sustained creative text that represents the concept of RESOLUTION.</li> <li>Uses a range of language forms and features related to their chosen text type, creatively and effectively in sophisticated ways.</li> <li>Writes with confidence and flair, and a skilful use of spelling, grammar and punctuation.</li> </ul>	<b>13-15</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>Composes a sustained creative text that represents the concept of RESOLUTION.</li> <li>Uses a range of language forms and features related to their chosen text type, with a clear sense of purpose.</li> <li>Effective use of spelling, grammar and punctuation to shape meaning.</li> </ul>	<b>10-12</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>Composes a creative text that adequately represents the concept of RESOLUTION.</li> <li>Uses a range of language forms and features related to their chosen text type, appropriate to purpose.</li> <li>Sound use of spelling, grammar and punctuation to shape meaning, with some inconsistencies.</li> </ul>	<b>7-9</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>Composes a creative text that partly represents the concept of RESOLUTION.</li> <li>Uses some language forms and features related to their chosen text type.</li> <li>Attempts in a basic manner to use spelling, grammar and punctuation to shape meaning, many consistent errors shown.</li> </ul>	<b>4-6</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>Attempts to represent a limited understanding of the concept of RESOLUTION.</li> <li>Limited use of appropriate language forms and features.</li> <li>Limited use of spelling, grammar and punctuation to shape meaning.</li> </ul>	<b>0-3</b>

## REFLECTION CRITERIA

Grade	Description	Mark Range
Outstanding	<ul style="list-style-type: none"> <li>Skilfully reflects on ideas about RESOLUTION from their published piece.</li> <li>Provides three well-chosen examples and offers insightful analysis of the effects of language techniques from their composition. <b>Uses sophisticated examples of evaluative language to make judgements about the impact of their techniques</b> and create insightful explanations.</li> <li>Organises ideas in a sophisticated way, using language appropriate to audience, purpose and text type. <b>Uses connectives and conjunctions to skilfully signpost sections of the text and link points.</b></li> </ul>	9-10
High	<ul style="list-style-type: none"> <li>Effectively reflects on ideas about RESOLUTION from their published piece.</li> <li>Provides three well-chosen examples and effectively analyses the effects of language techniques from their composition. <b>Uses effective examples of evaluative language to make judgements about the impact of their techniques</b> and create effective explanations.</li> <li>Organises ideas effectively using language appropriate to audience, purpose and text type. Uses <b>connectives and conjunctions</b> to effectively signpost sections of the text and link points.</li> </ul>	7-8
Sound	<ul style="list-style-type: none"> <li>Satisfactorily reflects on ideas about RESOLUTION from their published piece.</li> <li>Provides three sound examples and adequately analyses the effects of language techniques from their composition. <b>Uses some examples of evaluative language to make judgements about the impact of their techniques and</b> create sound explanations.</li> <li>Soundly organises ideas using language appropriate to audience, purpose and text type. Uses some <b>connectives and conjunctions</b> to signpost sections of the text and link points. This may be inconsistent.</li> </ul>	5-6
Basic	<ul style="list-style-type: none"> <li>Offers a basic description of how RESOLUTION is shown within their published piece.</li> <li>Provides basic examples and describes the effects of language techniques from their composition. <b>Uses few examples of evaluative language to make judgements about the impact of their techniques</b> and create explanations.</li> <li>Attempts to organise ideas using basic language. Minimal <b>connectives and conjunctions</b> have been used and the text type lacks structure.</li> </ul>	3-4
Limited	<ul style="list-style-type: none"> <li>Offers a limited understanding of how RESOLUTION is shown within their published piece.</li> <li>Attempts to use examples but does not outline the effects of language techniques from their composition. <b>Does not make judgements about their piece.</b></li> <li>Response is unorganised and does not use language appropriate to purpose, audience or text type.</li> </ul>	1-2

### 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