



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 Date: Monday, March 25th – 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. Using this stimulus, students must compose an imaginative piece that demonstrates their understanding of the concept of IDENTITY . Students will also be assessed on their ability to implement language form and features for effect.
Part Two: Reflection Questions – 15 marks <ul style="list-style-type: none">• Students will respond to TWO unseen questions which will ask them to justify their use of literary techniques in Part 1. These questions will generally be about Identity.• Students will need at least THREE pieces of evidence from part one. They will evaluate the effectiveness of those techniques in developing the concept of Identity.• Students are to structure their responses to the question using STEEL/SETEL/STAR.• Students will be given a scaffold to help them in preparation for the task and 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 and sustained 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 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 a 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 a 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	