 Sample formal assessment task

English Standard – Year 11

Reading to Write

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Context

In the Common Module, Reading to write, students develop the skills and knowledge to appreciate, understand, analyse and evaluate texts. Students will have studied and reflected on a variety of texts around the idea of individual and collective identity. The focus text for this unit is Tim Winton’s collection of short stories, The Turning. Students will also have read and responded to a range of other creative and persuasive texts.

The additional texts connect with the focus text through the study of textual concepts, genre, language form and features. Students will have undertaken a range of writing activities throughout the unit to assist in preparing for this task.

Assessment Task

* 1 Website

Weighting: 30%

* 15% - knowledge and understanding
* 15% - Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes Timing: Term 1, Week 10

Submission - Week 10.

Outcomes assessed

* EN 11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
* EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
* EN 11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.

Nature of the task

You are to create an interactive website based on the concept of identity and present it to the class group. This presentation will be used as a resource for other year 11 students. Your presentation should include the following content:

* Website should be functional and thematically, aesthetically and stylistically engaging through the consideration of font, colour, images and organisation
* Thesis statement on the relevance of identity in our world (your thesis should be informed by the texts you have studied in class) – approximately 100 words
* Critical Response analysing how the concept of identity is represented in the text of your own choosing – approximately 500
* Related Text - Use any one of the related texts you have studied as part of this unit, for example; short story, poetry (including song lyrics), script for a short film or play, graphic novel, essay or speech and analyse how the concept of identity is represented in this text. Approximately 500 words.
* Narrative - Compose a creative short story that explores the idea of identity - 500-700
* Adjustments (see notes below)
* Dramatic reading - Record a dramatic reading of your narrative and embed audio file.

Submission Requirements:

* Must comply with “all my own work” conditions
* You are personally accountable for the material you post
* Website should address functionality and aesthetic quality
* Submission must be accompanied by a printed copy of completed website.

Possible presentation formats and platforms:

* Google Sites
* Weebly
* Presi
* Padlet

Suggested Assessment Adjustments:

* Dramatic reading - Performed in class
* Annotated website Template
* Annotated narrative in place of reading
* Identifying performance notes

Marking criteria

You will be assessed on how well you:

* represent your understanding of identity through an effective digital medium
* analyse and use language conventions and form to express complex ideas in a sustained imaginative composition
* use the editing process to communicate complex ideas

Marking Guidelines

| Students: | Mark range |
| --- | --- |
| * Skilfully articulates personal and insightful understanding of identity and its significance
* Insightful evaluation of language, form and features that shape meaning within the concept of identity
* Composes an engaging, sustained imaginative text that skilfully explores the experience of identity
* Oral presentation is engaging and effectively executed for a specific audience
* Multimodal presentation is a cohesive and sophisticated representation of identity
 | 25-30 |
| * Effectively articulates a personal understanding of identity and its relevance
* Detailed analysis of literary devices that shape understanding of identity
* Composes an effective imaginative text that represents a competent understanding of identity
* Oral presentation is engaging and demonstrates understanding of specific audience and context.
* Multimodal presentation is a well-developed representation of identity
 | 19-24 |
| * Explains a sound understanding of identity
* Adequate analysis of literary devices that are connected to the concept of identity
* Composes an imaginative text that represents a developing understanding of identity
* Oral presentation is adequate and appropriate for audience and context
* Multimodal presentation is functional and satisfactorily represents identity
 | 13-18 |
| * Demonstrates limited understanding of the concept of identity
* May identify some literary devices that convey general aspects of identity
* Composes an imaginative text that describes identity in a limited way.
* Oral presentation shows limited understanding of audience and context
* Multimodal presentation is functional but represents limited understanding of identity
 | 7-12 |
| * Creates an elementary statement related to identity
* Describes aspects of a text and/or concept
* Creates/attempts a basic recount
* Oral presentation is basic and self-limiting
* Multimodal presentation has minimal or no connection to identity
 | 1-6 |

Feedback provided

* The teacher will provide written feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.