

Coonabarabran High School

TAKE HOME ASSESSMENT NOTIFICATION



Subject:	Year 11 Advanced English	Weighting:	40%
Teacher:	Ms Bell	Notification date:	Monday 3 rd March 2025
Topic:	Reading to Write Portfolio	Due date:	Monday 5 th May 2025 <i>before 9am</i> Term 2, Week 2

Outcomes to be assessed:

- **EA11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- **EA11-3:** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- **EA11-5:** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- **EA11-7:** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- **EA11-9:** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

You will be assessed on how well you:

- write analytically to show meaning from the ideas and techniques explored in the chosen text
- write imaginatively/discursively/persuasively to engage the audience
- write reflectively to reveal the deliberate process of your imaginative/discursive/persuasive writing
- use language, purpose, and form to express your ideas

Task description:

There are THREE parts to this task. Ensure all aspects are completed.

Part A: Analysis (400 words) – 10 marks

You are to select a short text (poem, short story, extract etc) which has been approved by your classroom teacher and answer the following question in an analytical response.

How effectively has your chosen text engaged the responder in a powerful message?

In your response, make close reference to the features of your chosen text.

Part B: Compose an imaginative/persuasive/discursive text (600-800 words) – 20 marks

Compose a response (in your chosen form) which addresses the following prompt:

The place where you made your stand never mattered. Only that you were there... And still on your feet. - Stephen King

You are **strongly** encouraged to seek both peer and teacher feedback in order to improve your response.

Part C: Reflection (300 words) – 10 marks

Craft a reflection about Part B to the following question.

Explain how you have crafted an engaging and effective response, making close reference to your use of a range of language and stylistic features.

In your response, include how feedback was used to improve your final response.

NOTE: All parts of your assessment should be typed and submitted via a single Google Document which has been shared to your classroom teacher.

Submission:

You are to submit your assessment via the Google Classroom (Code: xpcaoiw) & with a printed hard copy to the English staffroom (*before 9am on the due date*).

HT - Ms Blazely – Rachel.blazely@det.nsw.edu.au

Feedback (during and after task completion):

It is expected that you present your teacher with a draft for feedback of each element **BEFORE Thursday 1st of May**. **One draft per student will be marked.** Drafts are an essential and proven part of writing success!

Ms Bell - natasha.dent@det.nsw.edu.au

NOTE: This is a compulsory assessment task. You are to make a genuine attempt at the task, and all protocols relating to plagiarism, collusion, and malpractice apply. You are required to submit on the above stated date. Failing to do so may result in the awarding of the grade of 0%. If students are unable to submit by the due date, they must provide a doctor's certificate and/or an Illness & Misadventure Form. All assessment submission protocols, found in the Assessment Handbook, will be followed.

Part A – Analytical Paragraph (10 marks)

Criteria:	Marks:
<ul style="list-style-type: none">● Competently analyses the text in relation to the question● Presents a response based on relevant, detailed textual knowledge and understanding● Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form	9 - 10
<ul style="list-style-type: none">● Analyses the text in relation to the question● Presents a response based on sound textual knowledge and understanding● Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form	7 – 8
<ul style="list-style-type: none">● Attempts to analyse the text in relation to the question● Presents a response based on some textual knowledge and understanding● Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form	5 - 6
<ul style="list-style-type: none">● Presents a limited analysis but attempts to address the question● Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form	3 – 4
<ul style="list-style-type: none">● Demonstrates elementary textual knowledge● Attempts to express ideas with an elementary understanding of language and/or form	1 - 2

Part B – Imaginative/ Discursive/ Persuasive (20 marks)

Criteria:	Marks:
<ul style="list-style-type: none">● Effectively composes an engaging piece of writing● Effectively crafts a range of language devices or stylistic features to create an engaging piece of writing● Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form.	17 - 20
<ul style="list-style-type: none">● Competently composes an engaging piece of writing● Competently crafts a range of language devices or stylistic features to create an engaging piece of writing● Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form.	13 – 16
<ul style="list-style-type: none">● Composes a sound piece of writing● Uses language devices or stylistic features● Demonstrates control of language and structure appropriate to audience, purpose, context and selected form.	9 - 12
<ul style="list-style-type: none">● Composes a piece of writing● Attempts to use some language devices or stylistic features● Demonstrates some control of language and structure appropriate to audience, purpose, context and selected form.	5 – 8
<ul style="list-style-type: none">● Attempts to compose a piece of writing● Demonstrates limited control of language	1 - 4

Part C – Reflection (10 marks)

Criteria:	Marks:
<ul style="list-style-type: none">● Explains in a detailed and relevant manner how the module R2W and the drafting process has enabled the creation of a piece of imaginative, discursive or persuasive writing● Explains in a detailed and relevant manner how language has been used to create an engaging response in Part B● Demonstrates effective control of language	9 – 10
<ul style="list-style-type: none">● Explains how the module R2W and the drafting process has enabled the creation of a piece of imaginative, discursive or persuasive writing● Explains how language has been used to create an engaging response in Part B● Demonstrates competent control of language	7 – 8
<ul style="list-style-type: none">● Describes some aspects of the art of writing and/or the drafting process● Makes some reference to the piece of writing in Part B● Demonstrates some control of language	5 – 6
<ul style="list-style-type: none">● Provides some relevant information about the piece of writing in Part B and/or their study of the art of writing	3 – 4
<ul style="list-style-type: none">● Provides some relevant information about the writing process	1 – 2