



# Chester Hill High School

Strength in Unity, Excellence in Education

## Assessment Task – Year 12 English Standard

Course: Topic:	English Standard Common Module – Texts and Human Experiences	Year: 12	
Assessment Name:	Portfolio		
DATE DUE:	Part A – Creative composition  Part B – Related text analysis	Total Mark/Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> Find a more sophisticated related text <input type="checkbox"/> Work on composition/ related text more <input type="checkbox"/> Explore a Human Experience <input type="checkbox"/> Identify more techniques <input type="checkbox"/> Increase sophisticated language		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....

### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

## Task Information

<b>Important idea(s) being explored:</b>	Language and structure are used to explore and represent Human Experiences.
<b>Skills, Knowledge and understanding being demonstrated:</b>	Complete a Portfolio that contains an original creative piece and an analysis of a chosen related text.
<b>Task Requirements:</b>	<p><b>Part A - Creative composition</b></p> <p>Using the skills developed in Module C, produce your own creative composition that explores one or more of the <i>Human Experiences</i> (the struggle with adversity; pursuit of dreams; search for identity) that are represented in the prescribed text and related texts studied in this topic. You may write in any form that you negotiate with your teacher e.g. short story, poetry (including song lyrics), script for a short film or play, essay or speech. The final creative text will be between 750-1000 words.</p> <p><b>Part B - Related text analysis</b></p> <p>Select one related text that represents one or more of the <i>Human Experiences</i> (the struggle with adversity; pursuit of dreams; search for identity) that you have studied in this unit. Analyse what is represented, how it is represented and how it compares/contrasts to the prescribed text studied in class. Examples of appropriate related texts include fiction, short stories, drama scripts, poetry, song lyrics, picture books and feature articles.</p> <p>Complete a Related Text Analysis Sheet, available from your teacher. This analysis sheet is <b>not</b> to be retyped and must be handwritten. Extra lines must not be added.</p> <p>Prescribed text: _____</p>
<b>Syllabus Outcomes:</b>	<p><b>EA12-1</b> independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EA12-3</b> critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p><b>EA12-5</b> thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p><b>EA12-6</b> investigates and evaluates the relationships between texts</p> <p><b>EA12-9</b> reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p>

**All English assessment tasks are due at the beginning of the English period on the due date. Students are responsible for ensuring that the task is ready to be submitted and/or completed at the beginning of the period. Students are strongly advised to hand write or print the task (where applicable) the day before the task is due. Students are strongly advised to email their teacher a copy of any task with an ICT component (where applicable) the day before the task is due. A transcript of any oral presentation must be submitted on the due date at the beginning of the English period.**

**Tasks will not be accepted without a completed Cover Sheet attached.**

**Any student who is absent from the English period on the due date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and task must be submitted to the Head Teacher of English on the first day back from absence and the student must complete the task as directed.**

**Feedback from student about task:**

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in *English* is \_\_\_\_\_

Learning in *English* could be improved if: \_\_\_\_\_

Dear teacher, I need help in the following areas: \_\_\_\_\_

**Success Criteria****Part A- Creative Composition**

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
<b>Understands the big idea(s)</b>	Composes a creative composition that represents <i>Human Experiences</i> , using the skills of Module C.					
<b>Literacy / Numeracy skills assessed</b>	Appropriate structure for chosen textual form					
	Appropriate language for chosen textual form					
	Appropriate use of spelling, punctuation, paragraphs and grammar.					
<b>Processes</b>	Composes an original creative composition that utilises language and structural features for effect, using the skills of Module C.					
	Represents and explores Human Experiences					

**Part B- Related Text Analysis**

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
<b>Understands the big idea(s)</b>	Selects, analyses and compares/contrasts the representation of <i>Human Experiences</i>					
<b>Literacy / Numeracy skills assessed</b>	Appropriate terminology associated with chosen textual form					
	Appropriate use of academic English					
	Appropriate use of spelling, punctuation and grammar					
<b>Processes</b>	Selects and summarises an appropriate related text that represents <i>Human Experiences</i>					
	Analyses what and how the related text represents <i>Human Experiences</i> through specific textual evidence and techniques					
	Compares/contrasts the representation of the idea of <i>Human Experiences</i> in the related text and the prescribed text					

**FEEDBACK from Teacher:**


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Completion of assessment during allocated class time.  Excellent  Moderate  Limited

