



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## Assessment Task 1 – Year 11 English Advanced

Course: Topic:	English Advanced Common Module – Reading to Write	Year: 11	
Assessment Name:	Task 1 Portfolio		
DATE DUE:	Part A – Creative composition with deconstruction  Part B – Related text analysis  _____	Total  Mark/Weighting	30%
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"/> Work on deconstruction <input type="checkbox"/> Utilise 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 shape meaning in compositions.
<b>Skills, Knowledge and understanding being demonstrated:</b>	Complete a Portfolio that contains an original creative piece with a deconstruction and an analysis of a chosen related text.
<b>Task Requirements:</b>	<p><b>Part A - Creative composition with deconstruction</b></p> <p>Compose your own creative composition on the idea of <i>Connections in a Crowded World</i>. Use any one of the media or forms you have studied as part of this unit, eg. short story, poetry (including song lyrics), script for a short film or play, essay or speech. The final imaginative text will be between 750-1000 words.</p> <p>You are also required to submit a 300 word deconstruction identifying FIVE language and/or structural features used in your composition and the intended effect of each feature.</p> <p><b>Part B - Related text analysis</b></p> <p>Select one related text that represents the idea of <i>Connections in a Crowded World</i>. Analyse what is represented, how it is represented and how it compares/contrasts to ONE text examined in class. Examples of appropriate related texts include fiction, short stories, drama scripts, poetry, song lyrics, picture books and feature articles. Films are not appropriate.</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>
<b>Syllabus Outcomes:</b>	<p>EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>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</p> <p>EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA11-6 investigates and evaluates the relationships between texts</p>
	<p><b>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.</b></p> <p><b>Tasks will not be accepted without a completed Cover Sheet attached.</b></p> <p><b>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.</b></p>

### 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 with deconstruction

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 the idea of <i>Connections in a Crowded World</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 the idea of <i>Connections in a Crowded World</i>					
	Analyses what and how the related text represents the idea of <i>Connections in a Crowded World</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					

### Part B - Related text analysis

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
<b>Understands the big idea(s)</b>	Composes and deconstructs a creative composition that explores the idea of <i>Connections in a Crowded World</i>					
<b>Literacy / Numeracy skills assessed</b>	Appropriate structure for chosen textual form and deconstruction					
	Appropriate language for chosen textual form and deconstruction					
	Appropriate use of spelling, punctuation, paragraphs and grammar					
<b>Processes</b>	Composes an original creative composition that utilises language and structural features for effect					
	Represents and explores the idea of <i>Connections in a Crowded World</i>					
	Deconstructs FIVE language and/or structural features used in creative composition					

#### FEEDBACK from Teacher:

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Completion of assessment during allocated class time.  Excellent  Moderate  Limited

<b>Teacher Signature</b>		<b>Mark</b>	
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