



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 1 – Year 11 Extension

Course: Topic:	English Extension Texts, Culture and Value	Year: 11	
Assessment Name:	Task 1 Imaginative Response with Deconstruction		
DATE DUE:		Total Mark/Weighting	30%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Need to embed more elements of post-colonial conventions in Imaginative Response</i> <input type="checkbox"/> <i>Work on appropriating the style of colonial literature</i> <input type="checkbox"/> <i>Utilise more complex literary techniques</i> <input type="checkbox"/> <i>Improve justification of stylistic choices in Deconstruction</i>		
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:

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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

Important idea(s) being explored:	Represent the ways differing cultures and values shape the meaning of texts.
Skills, Knowledge and understanding being demonstrated:	Compose an imaginative response. Write a deconstruction of the imaginative response.
Task Requirements:	<p>Part A:</p> <p>Compose a 1500 – 2500 word imaginative response that explores the experience of cultural difference from a post-colonial perspective.</p> <p>A segment of the imaginative response should, at least in part, creatively appropriate the style of a text studied in class or one of your own choosing.</p> <p>Part B:</p> <p>Write a 500-800 word deconstruction of your imaginative response, with reference to stylistic elements and your creative process.</p>
Syllabus Outcomes:	<p>EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</p> <p>EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts</p> <p>EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity</p>
	<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.</p> <p>Tasks will not be accepted without a completed Cover Sheet attached.</p> <p>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.</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:

Elements	Success Criteria Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Composes an imaginative response that explores the experience of cultural difference from a post-colonial perspective.					
Literacy / Numeracy skills assessed	Appropriate use of sophisticated academic English.					
	Appropriate use of structure for an imaginative response.					
	Appropriate use of spelling, punctuation and grammar					
Processes	Represents and explores the concepts of cultural difference and post-colonial literature					
	Incorporates a creative appropriation of a style of a post-colonial and/or cultural text					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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