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**COWRA HIGH SCHOOL**

**ASSESSMENT TASK COVER SHEET**

This sheet **must** be attached to the front of your Assessment Task and submitted to your class teacher on or before the due date.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: English Advanced - Preliminary

Assessment Task: Narrative and Reflection Statement

Date Due: Monday Week 10, Term 1

Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞏 Extension granted \_\_\_\_\_ days

🞏 Other circumstances ~ documents attached

I certify:

1. This assignment is entirely my own work and all borrowed material has been acknowledged
2. The material contained in this assignment has not previously been submitted for assessment in any formal course of study
3. I retain in my possession a copy of this assignment
4. I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal - Curriculum

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**COWRA HIGH SCHOOL**

**Assessment Task (Student’s Copy)**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: English Advanced - Preliminary

Teacher: Perkins

Assessment Task received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please detach this if the Assessment Task has been handed in**

**to the office and give to student to keep for their own records.**

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| **COWRA HIGH SCHOOL** |
| **Year 11** **Assessment Task** |
| **NAME:** | **CLASS:**  | **TEACHER:** Rowston/Tabone |
| **COURSE:** English Advanced | **TASK No:** 1 | **Unit:** Reading to Write |
| **DATE DUE:** Monday 29th March 2021 | **TIME DUE:** In class |
| **MARK:** 30 | **WEIGHT:** 30% | **PRESENTATION:** Imaginative Writing and  Reflection Statement |
| **SYLLABUS OUTCOMES:** **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**EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts**EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments**EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner |
| **DESCRIPTION OF TASK:****Part A: Imaginative Writing** You have been asked to contribute to a literary anthology entitled, ‘Australian Voices’. You are to compose an imaginative narrative of no more than 1200 words, inspired by either a setting, character, or an experience from a text studied in class. Your imaginative piece should;* craft language effectively to engage an audience
* demonstrate skilful use of a wide range of language forms and features in order to shape meaning. This may include: metaphor, similes, alliteration, assonance, imagery, personification, diction, hyperbole, oxymoron, etc.
* use controlled and well-developed sentences that express precise meaning
* demonstrate control of language and grammar, appropriate to audience, purpose and context

**Part B: Reflection** You are to compose and submit an 800-1000 word reflection on your process of composition and learning. In your reflection, you are to address the following questions;1. Explain how at least ONE text studied in class impacted and shaped the stylistic choices, language, and form of your piece. 2. Justify the way in which your composition is a reflection of an Australian voice. 3. Evaluate the effectiveness of your imaginative piece. You should assess the quality of your imaginative piece by reflecting on the following; * How did I effectively use language features and/ or form to engage the audience?
* How did I achieve this?
* In what ways did I vary my sentences, and control punctuation and grammar in order to enhance the meaning of my work?
* What creative writing strategies did I use in my composition? How did I refine skills in using these strategies?
* What additional readings assisted the development of my writing skills and techniques and how did they do this?

Your justification should; * integrate well selected textual references to support your justification
* use evaluative language to reflect on your skills as a writer and key texts that have informed those skills
* use language appropriate to context, form and audience
* use your journal to inform your reflection on the learning process
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| **MARKING CRITERIA:**

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| --- | --- |
| **Part A: Imaginative Writing** | **Marks** |
| * Highly engaging composition.
* Ideas or concept represented are evocative and appropriate to audience, purpose and form and are explored in an insightful or perceptive manner
* Highly skilful employment of form, language and literary technique to convey meaning
 | 13 - 15 |
| * Engaging composition.
* Ideas or concept represented are interesting and appropriate to audience purpose and form and are explored in a considered and thoughtful manner
* Skilful employment of form, language and literary techniques to convey meaning
 | 10 – 12 |
| * Sound composition with some interesting elements
* Ideas are promising and generally appropriate to audience purpose and form, exploration is sound but not executed with depth or insight
* Substantial employment of form, language and literary techniques to convey meaning
 | 7 – 9 |
| * Attempts to create a composition
* Some interesting ideas evident, perhaps not fully formed or lacking depth or integrity in execution
* Attempts appropriate use of form and use of literary techniques to convey meaning
 | 4 – 6 |
| * Attempts to compose a response
* Ideas are limited
* Use of form and language is limited
 | 0 - 3 |

**Marker Feedback**

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| --- | --- |
| **Part B: Reflection Statement** | **Marks** |
| * Composes a perceptive extended reflective response in academic register, demonstrating control of language: using forms, features and structures appropriate to purpose and audience.
* Powerful employment of persuasive language to lead your audience to an understanding and appreciation of the power of your composition.
* Demonstrates an insightful understanding of the processes employed in the creative composition.
* Demonstrates an insightful understanding of the way language is employed to create meaning in creative texts.
* Demonstrates a highly skilful ability to reflect on, monitor and evaluate learning experiences and to employ a range of collaborative and independent learning strategies to achieve the aim of the composition.
 | 13 - 15 |
| * Composes a considered extended reflective response that reaches for academic register, demonstrating control of language: using forms, features and structures appropriate to purpose and audience.
* Considered employment of persuasive language that attempts to lead your audience to an understanding of the power of your composition.
* Demonstrates a well-developed understanding of the processes employed in the composition.

Demonstrates a well-developed understanding of the way language is employed to create meaning in creative texts.* Demonstrates a skilful ability to reflect on, monitor and evaluate learning experiences and to employ a range of collaborative and independent learning strategies to achieve the aim of the composition.
 | 10 - 12 |
| * Composes a sound extended reflective response that demonstrates sound control of language generally using forms, features and structures appropriate to purpose and audience.
* Sound employment of persuasive language that attempts to lead your audience to an understanding of your composition as a conceptual or symbolic representation.
* Demonstrates a developed understanding of the processes employed in the creative composition.
* Demonstrates a developed understanding of the way language is employed to create meaning.
* Demonstrates a sound ability to reflect on experiences and to employ a range of learning strategies to achieve the aim of the composition.
 | 7 - 9 |
| * Composes a sound extended reflective response that demonstrates sound control of language generally using forms, features and structures appropriate to purpose and audience.
* Limited use of persuasive features
* Demonstrates a developing understanding of the processes employed in the creative composition.
* Demonstrates a limited ability to reflect on experiences.
 | 4 – 6 |
| * Attempts to compose a response
* Use of form and language is limited
 | 0 - 3 |

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**COWRA HIGH SCHOOL**

**Assessment Task Submission Policy**

Submission of assessment tasks by students must follow faculty guidelines. There are basically four types of assessment tasks:

1. **In Class Assessment Tasks** ~ these tasks are supervised by the class teacher and collected by the class teacher at the conclusion of the assessment task. It is the responsible of the student who miss in class assessment tasks to contact the Head Teacher of that faculty.
2. **Formal Examinations** ~ at the conclusion of any formal examination the assessment task papers are to be collected and returned to the relevant faculty teacher.
3. **Major Projects / Pieces of Work** ~ these items, due to their size, are usually kept in the appropriate faculty location. Major works and projects should be kept in safe locations that minimises the risk of damage. Any assessment task would be submitted directly to the teacher. A receipt for the task will be issued to students.
4. **Take Home Assessment Tasks** ~ these are tasks that students are required to complete by a due date. Students should follow faculty submission guidelines regarding submission of these tasks.

**Guidelines for the Submission of Assessment Tasks**

1. When an assessment task is issued, the information provided to students will include:
* a clear statement of what the task involves and what the expectations of the student are
* an explanation of the marking criteria / outcomes to be assessed
* the due date of submission
* an assessment task submission cover sheet ~ see attached
1. Teachers should record the names of all students issued with the assessment task on a roll/class list and have the student acknowledge receipt of the assessment task by getting them to sign next to their name.
2. Students **must** take their assessment task to the class teacher. They must be signed in on the class roll and keep their receipt
3. All students **must keep a copy** of their assessment task.

**Illness and Misadventure Appeals**

If a student fails to submit an assessment task by the due date and has a legitimate reason than normal illness and misadventure procedures will apply.

**REQUEST FOR ASSESSMENT EXTENSION PROCEDURE**

Assessment extensions will only be granted in exceptional circumstances. All requests need to be made in writing using the extension request form. In seeking an extension discuss your request with your teacher/Head Teacher at least three (3) days before the due date with work already completed.

**Forms for Illness/Misadventure and Extension can be accessed on the**

**Cowra High School Website.**