Coonabarabran High School
ASSESSMENT NOTIFICATION

Subject: Year 11 English Studies

Teacher: Mrs Birrell

Topic: Portfolio

Weighting: 30%

Date of Notification: 6/08/2020

Due Date: 28/08/2020 The portfolio must be submitted prior to 9am on the due date.

You will be assessed on how well you:

- compose a variety of texts using language forms and features appropriate to audience, context and purpose
- effective control of language in a variety of texts
- demonstrate close editing and proofreading skills to enhance the clarity and accuracy of your compositions
- demonstrates a variety of language and structural skills to present information

Nature of the task

Students are to compile a portfolio of classwork you have completed during your study of each module in the Year 11 course. There must be at least **ONE** piece of writing from each of the modules you have studied this year.

You must demonstrate close editing of each piece of work. This anthology must include **at least three** of the following five types of texts:

- An <u>imaginative</u> text which could take the form of (although not limited to) narrative writing, fictional recount, poetry
- A <u>persuasive</u> text which could take the form of (although not limited to) a persuasive speech transcript, personal response, advertisement, editorial, or a letter to the editor
- An <u>analytical</u> text which could take the form of (although not limited to) a review, essay, speech transcript
- An <u>informative</u> text which could take the form of (although not limited to) a factual recount, information report, newspaper report
- A <u>visual or multimodal</u> text which could take the form of (although not limited to) a PowerPoint presentation, an infographic or brochure.

Outcomes assessed

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-3 gains skills by accessing, comprehending and using information to communicate in a variety of ways
ES11-4 compose a range of texts with increasing accuracy and clarity in different forms
ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES11-7 represents own ideas in critical, interpretive and imaginative texts
ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Marking guidelines

A student:	Mark range
• demonstrates a well-developed ability to apply the conventions of a variety of types of texts to compose responses • displays effective control of language in a variety of sustained texts • provides detailed explanation and justification of the decisions made in learning • demonstrates well-developed skills in using a variety of language and structural features to present information.	17–20
• demonstrates a sound ability to apply the conventions of a variety of types of texts to compose responses • displays sound control of language in a variety of sustained texts • provides explanation and justification of the decisions made in learning • demonstrates competent skills in using language and structural features to present information.	13–16
• demonstrates a developing ability to apply the conventions of a variety of types of texts to compose responses • displays some control of language in a variety of sustained texts • provides some explanation and justification of the decisions made in learning • demonstrates developing skills in using language and structural features to present information.	9–12
• demonstrates a basic ability to apply the conventions of some types of texts to compose responses • displays variable control of language in a variety of texts • provides a description of the decisions made in learning • demonstrates basic skills in using some language and structural features to present information.	5–8
• demonstrates a limited ability to apply the conventions of some types of texts to compose some responses • displays minimal control of language in a limited variety of texts • attempts to provide a description of the decisions made in learning • demonstrates elementary skills in using a limited range of language and structural features to present information.	1–4