



Pendle Hill High School

Assessment Task Cover Sheet

Faculty/Subject:	English	Assessment Task No:	1, Reading to Write
Year:	Year 11 Preliminary Advanced	Assessment weighting:	30%
Date Given:	06/03/20	Date Due:	Wednesday, 25 th March 2020
		Date submitted	
Student Name:		Teacher:	M Hope

SUBMISSION INSTRUCTIONS

- The task must be completed in class on the due date. Hardcopies must be handed to your regular classroom teacher at the end of the lesson.
- Assignments received after the double period on the due date will incur a late penalty

ABSENCE/LATE SUBMISSION

- **Late submission:** For students in Years 11 and 12, the penalty is 40% for the first calendar day and 20% for each calendar day thereafter. The penalty includes weekend and public holidays. For students in Years 7,8, 9 and 10 the penalty is 20% per day. Any assignment more than one week late will result in an N award warning letter being mailed to parents.
- **Absence:** if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate/documentation to the front office. Failure to provide adequate documentation will result in late submission penalties being applied.

STUDENT CONFIRMATION

- This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
- I have attached a complete bibliography.
- I have kept a copy of my assignment.

Student Signature: _____

Assessment Task Receipt

Students are to record all details before handing in. Teachers sign as a receipt.

Student Name: _____ Subject: _____

Task Number: _____ Date Due: _____ Date Submitted: _____

Student Signature: _____ Teacher Signature: _____



English
Preliminary Advanced
2020
In-class assignment.

Course: Standard

Task Title: Reading to Write

Number: 1

Weight: 30%

Date Issued: 6th March 2020

Due Date: 25th March 2020

Outcomes: EA11-2, EA11-3, EA11-9

Nature of the task

Part 1

You are to write **your own imaginative text on the idea of the divided self**. Use any one of the texts you have studied in this unit as a model for your assignment piece. An appropriate choice would be a short story, a poem, or a discursive essay in the style of the George Orwell essays that were presented to you.

The final imaginative text will be a maximum of 1000 words (or less for poetry by negotiation with your teacher).

You should allocate appropriate time to plan and process your writing, and to consider how you can demonstrate your unique style as a writer.

You are expected to have submitted a draft of your assessment to your teacher by **Wednesday 18th March**.

The final draft of your assessment will be written in class on **Wednesday 25th March 2020**

Part 2

You are also required to submit a 250 word (maximum) **personal reflection on the nature and purpose of your imaginative text**. In your reflection, you will need to:

- explain how your reading and writing experiences in this unit influenced you when making decisions about writing your own imaginative text
- justify your choices about appropriate and effective ways to represent the idea of the divided self
- reflect on and assess your learning experience throughout this process.

Your reflection will **not** be part of the in-class activity. You will prepare your reflection and then bring it to class on **the 25 March 2020**. You will attach it to the completed Part 1 of your assessment task at the conclusion of the double period on that day.

Marking criteria

You will be assessed on how well you:

- represent your understanding of the divided self through effective use of your chosen form
- analyse and use language conventions and form to express complex ideas in a sustained imaginative composition
- use the process to communicate complex ideas
- reflect on and assess your learning and writing processes to identify strengths and areas for improvement.

Feedback provided

- The teacher will provide written feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

Marking guidelines**Student Name** _____

Students:	Mark range
<ul style="list-style-type: none">• compose an effective, sustained, imaginative text to represent their understanding of the divided self• use and analyse a range of language forms and features in their chosen form creatively and effectively• demonstrate effective use of the editing process• assess their own learning and writing process thoughtfully, considering strengths and areas for improvement.	25–30
<ul style="list-style-type: none">• compose a sustained and imaginative text to represent their understanding of the divided self• use and analyse a range of language forms and features in their chosen form with a clear sense of purpose and audience• demonstrate use of the editing process• assess their own learning and/or writing process, considering some strengths and areas for improvement	19–24
<ul style="list-style-type: none">• compose an imaginative text which represents their understanding of the divided self• use and analyse language forms and features in their chosen form appropriate to purpose and audience• demonstrate some use of the editing process• reflect on strengths and areas for improvement with some assessment of their own learning and/or writing process.	13–18
<ul style="list-style-type: none">• compose a text which represents a basic understanding of the divided self• use language forms and features in their chosen form• demonstrate inconsistent or ineffective use of the editing process• reflect on strengths and areas for improvement	7–12
<ul style="list-style-type: none">• attempts to represent/represent a limited understanding of the divided self• limited use of appropriate language in an imaginative manner• minimal evidence of the editing process• partial reflection that describes their learning process	1–6

Feedback:
