Year 11 English Studies

Achieving Through English Assessment Task 2024

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| **TOPIC**: **Mandatory Module Achieving Through English Writing Tasks** | **MARKS: Total /30** |
| **SUBMISSION REQUIREMENTS:**  Students are to submit electronically via Canvas on **Tuesday 9th April 2024 (Week 11**) by 9.30 am.   * Failure to submit the task on the scheduled date and time will result in a mark of zero being recorded and an ‘N’ Award warning letter issued. * Applications for Illness/Misadventure must be completed using the appropriate form from the Assessment Handbook, accompanied with supporting third-party documentation (e.g. a doctor’s certificate). * Students who do not submit the task on the required date and time must submit the task on the next day that they attend school, unless prior arrangements have been made. * **A maximum of ONE draft per student may be submitted 7 calendar days prior to the assessment task due date. No feedback will be provided after Thursday 2nd April, 2024. Requests for feedback must be in line with Camden High School’s Drafting Policy as outlined in the Year 11 Assessment Booklet.** | **WEIGHTING:**  30% |
| **OUTCOMES TO BE 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.  ES11.4 **Composes** a range of texts with increasing accuracy and clarity in different forms.  ES11.5 Develops knowledge, understanding and appreciation of how language is **used**, identifying specific language forms and features that convey meaning in texts.  ES11.9 Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and **persuade** | |
| **DIRECTIONAL VERBS:**  **Compose –** The shaping and arrangement of textual elements to explore and express ideas, emotions and values.  **Comprehend –** to understand a text  **Use –** employ, to put into practice  **Persuade –** to convince someone to believe something: to influence | |
| **TASK DESCRIPTION:**  **You are to imagine you work for an employment agency, where one of your roles is to prepare applications for people looking for work.**  You are to show your understanding of the written components of job seeking, through developing a resume and a cover letter for a client of the employment agency.  The task is in two (2) parts.  Part A – Resume (15 Marks)  **Compose** a resume using the supplied template, written for one of the provided applicants.  Part B – Cover Letter (15 Marks)  **Compose** a cover letter of application for an employment position. | |
| **ASSESSMENT CRITERIA:**  **You are to imagine you work for an employment agency, where one of your roles is to prepare applications for people looking for work. In this role you are to:**  **Part A**: **Compose** a resume using the supplied template, written for one of the provided applicants.  In your response you should:   * Imagine you work for an employment agency. * Read the two (2) information profiles on the prospective job seekers provided. * Select ONE (1) and use your **comprehension** of the information to **compose** a resume for them. * **Use** the model provided as a guide to what is required to be covered in a resume. * **Use** the template provided to **compose** the resume. * **Use** the clip “Looking Good On Paper” that was studied in class to provide further ideas. You can find the link here: https://clickv.ie/w/tL5p * **Use** specific and inferred detail from the profile to develop the information in the resume. * Ensure the resume **uses** effective layout strategies such as sub-headings and dot points. * Complete the resume on no more than two (2) A4 pages.   **Part B**: **Compose** a cover letter of application for an employment position.  In your response you should:   * Imagine you work for an employment agency. * **Compose** a cover letter of application from the point of view of the same job seeker you dealt with in Part A. * **Persuade** a prospective employer of the applicant’s interest in a full time or part time position and willingness to work. * **Use** the model provided as a guide as to what is required in the written form of a cover letter. * **Use** language forms and features appropriate to the purpose and context of the letter, and persuasive language such as a formal tone, first person narrative technique, high modality and specific and relevant persona information provided in the profile outlined in the clip “Looking Good on Paper” studied in class. You can find this here: https://clickv.ie/w/tL5p * Write between 250 and 350 words.   *The finalised copies of Parts A and B should be typed, using Times New Roman, Arial or Calibri font style, and be in 12-point font size.* | |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **Part A: Resume (ES11-1, ES11-4)** | **Mark** | **Grade** |
| Shows an excellent level of **comprehension** of the supplied profile by using both specific and inferred information from this to **compose** a detailed and informative resume for the applicant. The resume **uses** well developed and accurate language and an appropriate form to clearly represent the applicant from the information supplied. | 13-15 | A |
| Shows a pleasing level of **comprehension** of the supplied profile by using a range of information from this to **compose** an informative resume for the applicant. The resume **uses** accurate language and an appropriate form to clearly represent the applicant from the information supplied. | 10-12 | B |
| Shows a sound level of **comprehension** of the supplied profile by using some of the information from this to **compose** a satisfactory resume for the applicant. The resume **uses** mostly accurate language and clear setting out to represent the applicant from the information supplied. | 7-9 | C |
| Shows a limited level of **comprehension** of the supplied profile by using some of the information from this to **compose** a resume for the applicant. The resume **uses** language that has inconsistencies, and some layout features to represent the applicant from the information supplied. | 4-6 | D |
| Shows only a basic **comprehension** of the supplied profile by using little information from this to attempt to **compose** a resume for the applicant. The resume **uses** language that has many inconsistencies and few layout features to represent the applicant from the information supplied. | 1-3 | E |

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| **Part B: Cover Letter (ES11-5, ES11-9)** | **Mark** | **Grade** |
| **Composes** a highly effective cover letter for an applicant expressing interest in employment, with a well-developed understanding of how language is **used**, through a broad range of forms and features, to successfully engage and **persuade** a future employer of their worth. Writes from the point of view of the applicant in the profile, **using** sustained and consistent first person narrative technique to create a strong personal voice. | 13-15 | A |
| **Composes** an effective cover letter for an applicant expressing interest in employment, with a developed understanding of how language is **used**, through a range of forms and features, to clearly engage and **persuade** a future employer of their worth. Writes from the point of view of the applicant in the profile, **using** consistent first person narrative technique to create a clear personal voice. | 10-12 | B |
| **Composes** an appropriate cover letter for an applicant expressing interest in employment, with a sound understanding of how language is **used**, through the use of forms and features, to try to engage and **persuade** a future employer of their worth. Writes from the point of view of the applicant in the profile, **using** first person narrative technique to create a personal voice. | 7-9 | C |
| **Composes** a cover letter for an applicant expressing interest in employment, with some understanding of how language is **used**, through the inconsistent use of forms and features, to attempt to **persuade** a future employer of their worth. Writes from the point of view of the applicant in the profile, attempting to **use** first person narrative technique to establish some personal voice. | 4-6 | D |
| **Composes** a basic cover letter for an applicant expressing interest in employment, with limited understanding of how language is **used**, through the inconsistent use of basic forms and features. Does little to **persuade** a future employer, with only some understanding of the applicant. Attempts to write from the point of view of the applicant in the profile, attempting to **use** first person narrative technique. | 1-3 | E |

**Resources to help you prepare your assessment task:**

Personal Profiles:

**TONYA**

Tonya Greensplatt is a seventeen-year-old school student at Camden High School who is keen to leave school before sitting the Higher School Certificate. Although Tonya has achieved good grades and frequently finishes in the top half of her courses, she just knows there is something better on the other side of the school gate. She was doing English Standard, but made the smart choice to move to Studies. It just made more sense. Her favourite subject, but not her best, is Exploring Early Childhood.

She lives with her father and two siblings at 73 Hackleback Road, Spring Farm.

Born at Campbelltown Hospital in 2004, she has two siblings (both brothers) who are five and three years older. She was very active in junior sports and represented Cawdor Public School at Zone level in swimming in Years 5 and 6. She was a member of Camden Swimming Club until her mother fell ill while Tonya was in Year 10 and she had no way of getting to the pool in the early morning for training. Tonya still believes that all those years of doing silent laps has helped her focus on goals and maintain a daily routine.

Tonya’s favourite pet is her cat, Moxxy (a Persian), but she also walks Frankie - an overweight cattle dog for Mrs McGillacuddy (from number 96 up the road). ‘Mrs Mac’ had a recent accident at her sixty-fourth birthday party whilst line-dancing at the local RSL. This has resulted in a hip replacement and will take several weeks to heal. Tonya also loves to dance and was learning Salsa every Wednesday night until COVID intervened. She hopes that she will be able to rejoin the class by the end of the year.

The only work Tonya has ever done, apart from following her eldest brother (Jake) around on his weekend paper run when she was about ten years old, was sweeping up at Maxine’s Hair Salon. Maxine had sold the business to Taylah by the time Tonya was there and had moved to the Gold Coast. Tonya worked every Thursday afternoon after school from 4.00-6.00 and again on Saturday 9.00-12.00 for about six months towards the end of Year 9. She used to think she would like to be a hairdresser, but decided it was not really her sort of thing. That difficult day with the Latuofa wedding party probably put her off - even though Taylah said that Tonya had shown a great deal of maturity dealing with that kind of name calling and abuse.

Ronan (Tonya’s other brother) has almost got the old Falcon of their grandfather’s up and running. He likes fixing things. Their grandfather said Tonya can have it for free when she turns 18. She’s pretty excited. She has just clocked up 102 hours driving and is looking forward to her birthday in April.

**MAX**

Maxwell (he prefers Max) Reichart is a soon to be eighteen year old student at Picton High School who has been trying to secure an apprenticeship for about a year now. Ideally he would like to be with a local plumber, but anything in the building trade would suit. He knows he could complete the Higher School Certificate, but would really prefer to be in some other form of training. He would also accept a full-time job opportunity if something came along and then perhaps enrol in a TAFE course next year. As a person with dyslexia - *(a condition that leads to difficulty in learning to read or interpret words, letters, and other symbols, but does not affect general intelligence)* - he knows that any future learning will present challenges, but also knows from experience that with the right support he is able to meet course requirements. He enjoys attending a Vocational Education and Training course in Construction every Wednesday.

He lives with his Grandparents at 26 Ingham Drive, Tahmoor, for most days, but occasionally spends a night or two at his mum’s in Picton.

Born at Liverpool Hospital in 2003, he has two younger sisters (aged 13 and 14) who live full-time with mum, plus a half-brother (aged 6) who lives with his father and partner somewhere in Queensland. He hasn’t heard from dad for a while now. Until last year he played Rugby League for the Picton Magpies, but found it was hard to train and get to games once he moved in with his Grandparents. He stays fit by going to the nearby gym and also likes releasing a bit of steam on the punching bag hanging in the carport. His grandfather (Billy Branxton) was a semi-professional (ten bouts for six wins) and reckons Max (he always uses Maxwell; rhymes with ‘Goes Well’) could have a future as a light-welterweight with the right trainer. Billy is certainly right about Max(well) … if Max has his mind set on something he will give it his full focus.

Max used to help his mum’s boyfriend (Matt) on weekends finishing off landscaping jobs. Nothing too fancy, mostly pushing wheelbarrows and moving mulch. It was hard work - especially in summer - but kind of rewarding to see a good job done. When Matt’s daughter (Natasha - aged eight) came to stay, things just got too awkward, the arguments increased and Max moved out. He hasn’t done any work for Matt for six months. At the moment, Max is doing a couple shifts a week filling the shelves at Woolworths. His mate, Bryce works at Bunnings and is keeping his eye out if a vacancy comes up. Max wouldn’t mind working in the building supplies section if he got a chance.

In his spare time, Max enjoys riding his dirt bike along the fire trails. He currently has an old unregistered Suzuki - he fixed the carburettor last week - but hopes once he’s working to save up for a new KTM. His girlfriend (Tahleeya) has just introduced him to horse riding. He’s not so sure about it, but is gaining confidence in handling and grooming.

**Example of a Resume:** **Resume**

Insert a photo here

**First Name Last Name**  
Home no: (XX) XXXX XXXX   
Mobile no: XXXX XXX XXX   
Email: email@address.com.au

DOB: [Date of Birth]

**Career Objective**

[State what you are looking for]

I am looking for an employer who will take me on as a school based apprentice (or trainee), as this will give me a great opportunity to learn a skill while completing school and provide me with a good start towards my career. I am interested in working in the construction (hairdressing, health care etc) industry and my passion is to become a carpenter (hairdresser, nurse etc)

**Education**   
Name of High School, Town/Suburb  
Currently in [insert year or grade]

**Experience**[List any previous work or volunteer experience]

**Part-time sales assistant, The Sock Shop  
December 2011–January 2012**

* Customer service
* Stock shelves
* Operate cash register
* Create visual display

**Child care, various families**

**2011–Present**Looking after children in afternoons and evenings for various families. Experienced with ages 5 to 10.

**Selling merchandise for Daffodil Day, Cancer Council of Australia**

**2012**

Volunteer position selling merchandise at train stations to raise funds for the Cancer Council

**Personal Skills**

Team Work: [State any teams you are involved in, you can also mention how you work in teams at school, in group work or on any committee you are on. You can also state the times you made it to a grand final]

I work well in a team and this is evident during my time as a team member while playing football with CVD Cobras. I contribute my best to every match and support the other team members during the game. I enjoy learning new skills and using them to improve my performance.

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Positive Attitude: [State how positive you are and how this has been rewarded; at school, at your part-time work, at work experience, during any activities outside of school, school sports, carnivals]

I always try and maintain a positive attitude and this has been rewarded in my school with a Principle’s Award and Merit Certificates for effort and participation. I have also been awarded the Coaches Award and Most Improved from my Rugby League Club. I am willing to help and support other members of the school community. I am an honest and loyal person.

Communication Skills: [State your level of communication and provide an example]

Being part of a school community, I have had to learn how to communicate effectively to be heard. I also understand the importance of listening to others. I know the importance of manners and respect, and use these in my everyday interactions with people at school, home and in public. I enjoy talking and interacting with people from different backgrounds.

Reliability: [State how reliable you are, mention you are always on time for school, sports and part-time work]

I am very reliable and always show up on time. This is important particularly when others have to rely on me.

Initiative: [State how important it is to use your initiative and try to provide an example]

I always try and use my initiative when I can. Although I follow rules as set out for me, I also understand how important it is to use my own common sense to get things done in a quick manner.

**Computer Skills**[List your computer skills and the programs you know, including level of ability]

* Microsoft Word (Good)
* Microsoft Excel (Basic)
* Microsoft PowerPoint (Good)
* Adobe Photoshop (Basic)

**Achievements**

[List school or other achievements such as awards, certificates or representative roles, including year]

**Interests and Activities**   
[List your after school activities and interests]

**Referees**

[Provide 2-3 references, who are not family. Consider a teacher, previous employees, family friends]

**Example of a Cover Letter:**

**To whom it may concern**

**Application for Casual position**

I am currently in Year 11 attending \_\_\_\_\_\_\_\_ High School and I am looking for a casual position while studying at school. Having a casual job will help me to learn important skills and gain some extra money, as well as provide me the opportunity to contribute to a team.

In particular I am extremely interested in working in a pharmacy, as I am currently studying Certificate III in Nursing at Fairfield Hospital and I would like to work in a health related industry while completing my HSC.

I am a motivated student and I have completed work experience at Coles, Wetherill Park and Pepperoni Restaurant, Bondi. I have also worked part-time during the Christmas break at Nova Shoes. I am a very loyal person and always reliable. My reliability has been demonstrated by my very good attendance record at school and also that I am never late for school or any of my lessons.

I involve myself in the school community by participating in all school athletic, swimming and cross country carnivals. Having two brothers and one sister, I have had to learn very quickly how to communicate to get my point across. My involvement in the school community has allowed me to work closely with other students in a team environment during group work and oral presentations.

The experiences I have developed while at school has allowed me to develop time management and organisation skills, which I see as being very important when looking for employment.

I am aware that you will receive a large number of applications, but I would very much appreciate the opportunity to demonstrate my capabilities to you.

I am keen to develop my skills and look forward to discussing my application with you at an interview.

Yours sincerely