



Year 11 English Studies Reflection (Portfolio) Assessment Task 2024

TOPIC: Reflection (Portfolio)	MARKS: /20
<u>SUBMISSION REQUIREMENTS:</u> <ul style="list-style-type: none">• Week 8, 3:00 pm, Friday, September 13th 2024 (online via Canvas).• 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 their task on the required date must complete the task at the earliest opportunity, unless prior arrangements have been made.• A maximum of 1 draft per student may be submitted prior to the assessment task due date. No feedback will be provided after Friday 6th August 2023.	WEIGHTING: 40%
<u>OUTCOMES TO BE ASSESSED:</u> <ul style="list-style-type: none">• 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.• ES11-6 Uses appropriate strategies to compose texts for different modes, mediums, audiences, context 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.	
<u>DIRECTIONAL VERBS:</u> <ul style="list-style-type: none">• Compose - Create• Reflect - Think deeply and carefully about• Represent - Display using a variety of modes• Identify - Recognise and name	

TASK DESCRIPTION:

- This task requires students to show skills in drafting, editing, publishing, and reflecting on a sample of work. Throughout the Year 11 course, you have studied THREE MODULES and composed a variety of texts in relation to the study of each module. You must select **ONE PIECE OF WRITING** and redraft it for submission. Your piece should be 250-400 words. When submitting the task, you must also submit the original piece for submission which shows the editing and original feedback involved.

There are two parts to this task:

PART A:

- Requires students to submit a sample of classwork. Students must:
- Submit ONE draft piece of writing from any module studied (which includes teacher feedback you have sought).
- Submit an edited copy of the same final piece of writing (with the completed edits in accordance with teacher feedback).

PART B:

- Write a **Reflection Statement** of 150-200 words in which you reflect upon the submitted piece of work in Part A.

ASSESSMENT CRITERIA:

PART A:

- Select **one substantial piece** from any module studied this year and redraft it for submission. Ideally, this would be what you regard as your best piece of work.
- This cannot be a piece you were required to submit for a formal assessment task - i.e. do not use either the resume or cover letter from the Achieving Through English module or the digital cookbook from the Part of the Family module.
- **Recommended pieces for selection include:**
 - Module A – Achieving through English
 - The Pursuit of Happiness or Bend it Like Beckham - Journal entries
 - Write an extended response in relation to the following question: *What do we learn about the pursuit of 'happiness' from Chris Gardner's character?*
 - First day on the job - Creative writing piece
 - The Pursuit of Happiness or Bend it Like Beckham - Film review
 - Module B – Part of the Family
 - Write an extended response in relation to the following question: *How do advertisements depict the notion of family?*
 - Module C – We Are Australians
 - What it means to be Australian - Imaginative writing task

(NOTE: If you select another piece of writing, you will need to discuss this with your class teacher.)

PART B

- Write a three paragraph **Reflection Statement** (150-200 words total) in which you reflect upon the submitted piece of work in Part A in terms of the following question:
 - ***How does your selected piece of work demonstrate your development as an effective communicator?***

The REQUIRED outline of your reflection is presented below:

- Paragraph 1 must:
 - Outline the work sample and associated module.
 - Explain why you believe the work sample is relevant to the module.
 - Explain how the form of the work helps demonstrate your development as an effective communicator.
- Paragraph 2 must:
 - Outline the changes you have made for the work sample during your drafting phase.
 - Explain how your commitment to the drafting process helps to reflect your development as an effective communicator.
- Paragraph 3 must:
 - Outline the importance of reflecting on your work sample and what you have learnt through this process.
 - Explain how reflecting on your work helps your development as an effective communicator.

You will be assessed on your ability to:

- Accurately reflect on your selected piece in relation to the specified question and above outline.
- Closely adhere to the conventions of the specified text type.
- Write a sustained and quality piece of writing with accurate use of language conventions.

ASSESSMENT MARKING CRITERIA PART A (ES11-4, ES11-6, ES11-7)	Mark	Grade
<p>Composes a highly developed piece of writing that effectively shows evidence of the drafting process for one extended class task. <i>In doing so the student will closely adhere to the conventions of the specified text type and shows sustained and increasing accuracy and clarity within their writing. There is an effective use of spelling, punctuation, and grammar conventions to compose an excellent and sustained response.</i></p>	9-10	A
<p>Composes a developed piece of writing that shows consistent evidence of the drafting process for one extended class task. <i>In doing so the student will mostly adhere to the conventions of the specified text type and shows increasing accuracy and clarity within their writing. There is an effective use of spelling, punctuation, and grammar conventions to compose a mostly sustained response, but some aspects of the task may lack detail or development.</i></p>	7-8	B
<p>Composes a sound piece of writing that shows evidence of the drafting process for one extended class task. <i>In doing so the student will adhere to some conventions of the specified text type and shows some increasing accuracy and clarity within their writing. There is a sound use of spelling, punctuation, and grammar conventions to compose a mostly sustained response, although some components may be incomplete, inaccurate or lack depth/detail.</i></p>	5-6	C
<p>Composes a basic piece of writing that shows little evidence of the drafting process for one extended class task. <i>In doing so the student will adhere to some conventions of the specified text type and shows some development of accuracy and clarity within their writing. There are inconsistencies in punctuation and grammar conventions to compose a basic response with frequent errors, with a lack of attention to detail.</i></p>	3-4	D
<p>Composes a limited piece of writing that shows no evidence of the drafting process for one extended class task. <i>In doing so the student may or may not adhere to some conventions of the specified text type and shows no real development of accuracy or clarity within their writing. There are frequent inconsistencies in spelling, punctuation, and grammar conventions to compose a limited response that may not be relevant, with a lack of attention to detail.</i></p>	1-2	E

ASSESSMENT MARKING CRITERIA PART B (ES11-4, ES11-5, ES11-10)	Mark	Grade
<p>The student writes a highly structured reflection of the writing process. <i>In doing this, the student provides a detailed and accurate reflection in relation to the question which identifies and communicates ideas clearly and effectively using appropriate form and features of reflective writing whilst accurately and effectively using language to write a sustained response with minimal errors.</i></p>	9-10	A
<p>The student writes a well-structured reflection of the writing process. <i>In doing this, the student provides developed reflection in relation to the question which identifies and communicates ideas clearly using appropriate form and features of reflective writing whilst accurately using language to write a mostly sustained response with few errors.</i></p>	7-8	B
<p>The student provides sound reflection in relation to the question and outline which identifies and communicates ideas soundly using mostly appropriate form and features of reflective writing whilst competently using language to write a mostly sustained response with some errors.</p>	5-6	C
<p>The student provides basic reflection in relation to the question and outline which identifies and communicates basic ideas that may or may not use some form and features of reflective writing whilst using language to write a basic response with frequent errors.</p>	3-4	D
<p>The student provides limited reflection in relation to the question and outline which identifies and communicates limited ideas that may or may not use some form and features of reflective writing whilst using language to write a limited response that may not be relevant with frequent errors.</p>	1-2	E