



Year 12 English Studies Portfolio of Classwork - Assessment Task 4 - 2024

TOPIC: Portfolio of Classwork (Task 4)	MARKS: /25
Due date: Friday, 16 th August 2024 (3.00 pm)	Weighting: 30%
SUBMISSION REQUIREMENTS: <ul style="list-style-type: none">• Students are to submit their Portfolio of Classwork Assessment Task by 3pm Friday 16th August 2024 (Week 4).• This is to be submitted via CANVAS. It is students' responsibility to ensure files can be opened.<ul style="list-style-type: none">○ Failure to complete 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 can submit ONE draft as per the Camden High School drafting policy, due to classroom teacher by Thursday 3rd August 2023. It is students' responsibility to make sure they adhere to assessment guidelines as per the Year 12 Assessment Information Booklet 2023.	
OUTCOMES TO BE ASSESSED: <p>ES12-4 Composes proficient texts in different forms.</p> <p>ES12-5 Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences</p> <p>ES12-10 Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner.</p>	
DIRECTIONAL VERBS: <p>Compose – Write or create</p> <p>Identify – Recognise and name</p> <p>Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how</p> <p>Reflect – Think deeply or carefully about</p>	
TASK DESCRIPTION: <p>Throughout the Year 12 course, students have studied three modules and composed a variety of texts in relation to their study of each module. This task requires students to show skills in drafting, editing, publishing, and reflecting on a Portfolio of Work.</p> <p>Part A requires students to submit a portfolio of classwork. Students must:</p> <ul style="list-style-type: none">• Submit ONE draft piece of writing per module studied (which includes teacher feedback you have sought).• Submit an edited copy of the same final piece of writing per module studied (with the completed edits in accordance with teacher feedback). <p>Part B requires students to reflect on the drafting process.</p> <p>Students must:</p> <ul style="list-style-type: none">• Submit a reflection statement of 300 words answering the following question:<ul style="list-style-type: none">○ <i>How does your portfolio of work reflect your development as a thoughtful and effective communicator?</i>	

ASSESSMENT CRITERIA:

PART A – Portfolio – draft and edited responses

You are to submit one piece of substantial written work from each of the modules studied in your Higher School Certificate English Studies course during Term 4 (2023), and Terms 1 (2024) and 2 (2024). The modules are listed below, along with SUGGESTED pieces of work that either relate directly to previous classwork (see note below) or are an extension from it.

1. Common Module – Texts & Human Experiences – Term 4, 2023

Texts and Human Experiences Essay – *Canvas: Year 11 Term 4 in 'Assignments'*

Compose a structured essay response to the following statement: *"What do "My Girl" by the Temptations and your own chosen related text, taken as a whole, say about love and relationships? Give examples from the texts you have examined."*

- Introduction covering all texts and artists, and ideas you plan to cover.
- PETAL paragraph structure analysing how love and relationships are represented in each text.
- Conclusion that summarises all of your ideas, and answers the statement clearly.

[Aim for 5 paragraphs]

OR

With teacher consultation, students may choose another work sample of their own choosing.

2. On The Road Module – Term 1, 2024

Travel Blog – *Canvas: in 'Assignments'*

Write a descriptive and engaging Travel Blog for 1 day in your chosen holiday destination from the assigned Week 5 work. Include images and colloquial language.

[250-300 words]

OR

Walter Mitty Extended Response – *Canvas: in 'Assignments'*

Compose an extended response to the following question: *"How does the director, Ben Stiller, show how Walter changes because of the journey he takes?"*

- Include an introduction where you respond to the question, introduce the text, and preview 3 ideas.
- Write 3 PETAL paragraphs, each one dealing with a change in Walter, using a specific scene as an example, and analysing how the techniques used shapes these ideas.
- A short conclusion.

[Aim for 5 paragraphs]

OR

With teacher consultation, students may choose another work sample of their own choosing.

3. Playing The Game Module – Term 2, 2024

Examining the Pressure of Sport on Young People (Newspaper Article) - Canvas: in 'Assignments'

Write a one-page (minimum) newspaper article explaining the pressures that can be placed on young people, by family, and culture to do well in sport. In your response you must refer to the resources outlined below.

- Completed in class Read the Sydney Morning Herald article about Mosese Fotuaika 'The Quiet One' <http://www.smh.com.au/rugby-league/league-news/the-quiet-one-20130421-2i948.html>
- Watch the inspiring speech by Joshua Losefa titled 'Brown Brother' on YouTube <https://www.youtube.com/watch?v=A-kd6FaxKx4>
- Research toxic masculinity, and statistics of male suicide.
[400-450 words]

OR

The Club Essay - Canvas: in 'Assignments'

Write an analytical essay on David Williamson's play 'The Club'.

- **Question:** *Analyse how David Williamson's play 'The Club' critiques the dynamics of power and control within the context of Australian Rules Football. In your response, discuss how the characters' interactions and the play's setting reflect broader societal issues. Refer to specific scenes and dialogue to support your analysis.*

Your response must include an:

- Introduction (50 words)
 - Briefly introduce 'The Club.'
 - Mention key themes such as power, control, and societal reflection.
 - State the relevance to the module 'Playing the Game.'
- PEEL Paragraph 1 = Character Analysis (100 words)
 - Identify how a character shows the conflict between integrity and ambition.
 - Provide specific examples or quotes from the play.
 - Explain the significance of these examples.
 - Connect this to the play's critique of societal issues.
- PEEL Paragraph 2 = Setting and Context (100 words)
 - Describe how the club setting reflects societal structures.
 - Use scenes from the play.
 - Discuss the importance of these settings.
 - Relate this to the broader societal critique.
- PEEL Paragraph 3 = Themes and Motifs (100 words)
 - Highlight a key scene or dialogue.
 - Quote or describe it.
 - Discuss its significance.
 - Relate this to the broader societal critique.
- Conclusion (50 words)
 - Summarise your main points.
 - Reflect on the significance of 'The Club' in understanding sport and society.
 - Reinforce the relevance to the module 'Playing the Game.'

[400 – 500 words]

OR

With teacher consultation, students may choose another work sample of their own choosing.

Note: If you cannot locate samples of your classwork, you will be required to dedicate your allocated class time prior to the submission of your assessment task to writing your draft. This time will also allow you to submit your work for teacher feedback in the preparation of your final submitted copy. **You can contact your class teacher and negotiate what other piece(s) of written work from a module could be used. If you joined the English Studies course late, you can negotiate additional pieces of work with your class teacher.**

These work samples should:

- Be completed as part of classwork, not assessment tasks
- Demonstrate close editing and the implementation of feedback to produce refined and sustained pieces of writing
- Closely adhere to the conventions of the specified text type

Important! When submitting the task, you may need to photocopy the original piece for submission which shows the editing and original feedback involved. Alternatively, a photo of the draft could be submitted.

PART B - Reflection

You are to submit a reflection statement of 300 words answering the following question:

How does your portfolio of work reflect your development as a thoughtful and effective communicator?

Your reflection must:

- Be based on the portfolio of work you have submitted.
- Use the following outline:
 - Paragraph 1 must:
 - i. **Identify** the work samples (x3), including the form and associated module.
 - ii. **Explain** why you believe the work samples (x3) are relevant to the module.
 - iii. **Explain** how the form of the work samples (x3) helps to reflect your development as a thoughtful and effective communicator.
 - Paragraph 2 must:
 - i. **Identify** and **explain** the changes you have made for the work samples (x3) and the importance of teacher feedback, responding directly to the texts by comparing and quoting examples from your draft and final copy.
 - ii. **Explain** how your commitment to the drafting process helps to **reflect** your development as a thoughtful and effective communicator.
 - Paragraph 3 must:
 - i. **Identify** the importance of reflecting on your work samples and what you have learnt through this process.
 - ii. **Explain** what changes you would make to your final copy of each work sample (x3) in the future. Make sure you use quotes from your final copy.
 - iii. **Explain** how reflecting on your work helps your development as a thoughtful and effective communicator.

You will be assessed on your ability to:

- Accurately reflect on your portfolio of classwork 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.

STYLE GUIDE:

- You should publish your final work using size 12 font - Times New Roman or Arial.
- All documents, drafts etc. should be uploaded on Canvas.

ASSESSMENT MARKING CRITERIA

Part A: Draft and edited responses (Outcome ES12-4)	Mark	Grade
Composes highly detailed evidence of the drafting process for three specified text types as part of classwork, for each HSC (Higher School Certificate) module studied. <i>In doing so the student will closely adhere to the conventions of all the specified text types. There is an effective use of spelling, punctuation, and grammar conventions to compose outstanding sustained responses.</i>	13-15	A
Composes detailed evidence of the drafting process for three specified text types as part of classwork, for each HSC module studied. <i>In doing so the student will mostly adhere to the conventions of all the specified text types. There is an effective use of spelling, punctuation, and grammar conventions to compose mostly sustained responses, but some aspects of the task may lack detail or development.</i>	10-12	B
Composes sound evidence of the drafting process for two-three specified text types as part of classwork, for each HSC module studied. <i>In doing so the student will adhere to some conventions of two-three specified text types. There is sound use of spelling, punctuation, and grammar conventions to compose responses, although some components may be incomplete, inaccurate or lack depth/detail.</i>	7-9	C
Composes basic evidence of the drafting process for at least two specified text types that may or may not be a part of classwork, for each HSC module studied. <i>In doing so the student will adhere to some conventions of one-two specified text types. There are inconsistencies in punctuation and grammar conventions to compose basic responses with frequent errors, with a lack of attention to detail.</i>	4-6	D
Composes limited evidence of the drafting process for at least one specified text type that may or may not be a part of classwork, for each HSC module studied. <i>In doing so the student may or may not adhere to some conventions of one or more specified text types. 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>	1-3	E
Part B: Reflection (Outcomes ES12-5 and ES12-10)		
	Mark	Grade
Composes a highly detailed and accurate reflection about three specified text types as part of classwork, for each HSC (Higher School Certificate) module studied in relation to the question and outline. <i>In doing so the student will communicate ideas perceptively and effectively, using appropriate form and features of reflective writing, identifying and explaining how language is used in communication. Writes a sustained response with minimal errors.</i>	9-10	A
Composes detailed reflection about three specified text types as part of classwork, for each HSC module studied in relation to the question and outline. <i>In doing so the student will effectively communicate ideas using appropriate form and features of reflective writing, to identify and explain how language is used in communication. Writes a mostly sustained response with minimal errors, although this may lack depth or detail.</i>	7-8	B
Composes sound reflection about two-three specified text types as part of classwork, for each HSC module studied in relation to the question and outline. <i>In doing so the student will communicate ideas soundly using mostly appropriate form and features of reflective writing, attempting to identify and explain how language is used in communication. Writes a response, where some components may be incomplete, inaccurate or lack depth/detail.</i>	5-6	C
Composes basic reflection about at least two specified text types as part of classwork, for each HSC module studied in relation to the question and outline. <i>In doing so the student will communicate basic ideas that may or may not use some form and features of reflective writing, with frequent errors, inaccuracies or lacking in detail.</i>	3-4	D
Composes limited reflection about at least one specified text type as part of classwork, for each HSC module studied in relation to the question and outline. <i>In doing so the student will communicate limited ideas that may or may not use some form and features of reflective writing, with many sections incomplete, inaccurate or lacking detail.</i>	1-2	E

