

**Gorokan High School**  
**Assessment Task Notification**



**RESPECT | RESPONSIBILITY | PERSONAL BEST**

<b>Faculty:</b>	English	<b>Course:</b>	Year 11 English Studies
<b>Teacher/s:</b>	Mrs Sutherland Ms Clarke	<b>Email</b>	<a href="mailto:kylie.sheaves@det.nsw.edu.au">kylie.sheaves@det.nsw.edu.au</a> <a href="mailto:teagan.clarkeknuth@det.nsw.edu.au">teagan.clarkeknuth@det.nsw.edu.au</a>
<b>Task Number:</b>	3	<b>Task Title:</b>	Collection of Classwork
<b>Weighting:</b>	30%	<b>Due Date:</b>	Week 8 - Term 3: Thursday 11th September, 2025

**Syllabus Outcomes Assessed - English Studies**

- ES11-4 A student composes a range of texts with increasing accuracy and clarity in different forms  
ES11-7 A student represents own ideas in critical, interpretive and imaginative texts  
ES11-10 A student monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

**21st Century and Employment Related Skills**

<input checked="" type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Use of Technology
<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Self-Reflection and Refinement
<input checked="" type="checkbox"/>	Creativity	<input checked="" type="checkbox"/>	Problem Solving
<input checked="" type="checkbox"/>	Collaboration	<input checked="" type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organisation	<input checked="" type="checkbox"/>	Cross-Cultural Understanding

**Time Allowed** All tasks in the portfolio will be completed as part of the classwork in various modules.

**Context:** This assessment task reflects the requirement for you to submit a collection of classwork. Throughout the Year 11 course, you will study a minimum of three modules and will compose a variety of texts in relation to your study of each module.

The modules studied in Year 11 are:

1. Achieving through English (mandatory module)
2. On the Road: English and the Experience of Travel
3. Playing the Game: English in Sport

**Marking Criteria**

You will be assessed on how well you:

- communicate ideas in a variety of contexts
- compose a variety of texts using language forms and features appropriate to audience, context and purpose
- demonstrate close editing and proofreading skills to enhance the clarity and accuracy of your compositions
- reflect on your learning.

### Submission and Feedback Instructions

Ongoing feedback will be provided using comments and suggestions on files saved on Google Drive **or** in the module booklets provided by your teacher, this will support a close editing of the tasks that you choose to include in your final portfolio.

You will be provided with a folder by your teacher. All tasks, including any evidence of drafting and editing, must be included in the folder.

All tasks **MUST** also be submitted electronically - if you have completed the task by hand, you will need to scan it and upload to your personal folder in the Google Drive that has been set up for this task. Please create **ONE** document that includes **ALL** tasks and upload this document to the submission portal that has been created in Google Classroom (**code: mxziqup**)

You are required to submit a hard copy **AND** an electronic version of your collection of classwork. The hard copy is to be submitted to the library **prior to 8.15am on Thursday 11th September**. The electronic version of your task is to be uploaded to Google Classroom (**code: mxziqup**) **prior to 8.15am on Thursday 11th September**

### Task Description

Using the skills you have been developing in English, you are to compile a portfolio (also known as a collection of classwork or anthology) of tasks that you have completed during your study of each module in the Year 11 English Studies course. There **must** be at least one piece of writing from each of the modules you have studied this year.

You are required to show evidence of drafting and editing for each piece of work that you submit. Your portfolio must include the following five types of texts:

- ☐ An imaginative text which could take the form of narrative writing, fictional recount, poetry, song lyrics or a script
- ☐ A persuasive text which could take the form of a persuasive speech transcript, personal response, advertisement, editorial, or a letter to the editor
- ☐ An analytical text which could take the form of a review, essay, speech transcript, a series of extended answers in response to a text
- ☐ An informative text which could take the form of a factual recount, information report, newspaper report, or a procedure
- ☐ A visual or multimodal text which could take the form of a PowerPoint presentation, an infographic or brochure.

The final text to be included in your portfolio will be 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?*

***Important Note: You CANNOT include texts created for previous assessment tasks.***

Marking Criteria	Grade	Mark
<ul style="list-style-type: none"> <li>communicates a range of ideas clearly and effectively</li> <li>demonstrates a well-developed ability to use language, forms and structures appropriate to purpose, audience and context</li> <li>demonstrates well-developed skills in drafting and editing</li> <li>demonstrates well-developed skills in reflecting on own development as an effective communicator.</li> </ul>	A	25-30
<ul style="list-style-type: none"> <li>communicates a range of ideas clearly</li> <li>demonstrates a sound ability to use language, forms and structures appropriate to purpose, audience and context</li> <li>demonstrates sound skills in drafting and editing</li> <li>reflects competently on own development as an effective communicator.</li> </ul>	B	19-24
<ul style="list-style-type: none"> <li>communicates some ideas clearly</li> <li>demonstrates a developing ability to use language, forms and structures, appropriate to purpose, audience and context</li> <li>demonstrates developing skills in drafting and editing</li> <li>reflects satisfactorily on own development as an effective communicator.</li> </ul>	C	13-18
<ul style="list-style-type: none"> <li>communicates some ideas in a basic manner</li> <li>demonstrates a basic ability to use language, forms and structures, appropriate to purpose, audience and context</li> <li>demonstrates simple skills in drafting and editing</li> <li>demonstrates basic skills in reflecting on own development as an effective communicator.</li> </ul>	D	7-12
<ul style="list-style-type: none"> <li>communicates a limited range of ideas in a simplistic manner</li> <li>demonstrates a limited ability to use language, forms and structures, appropriate to purpose, audience and context</li> <li>demonstrates ineffective skills in drafting and editing</li> <li>demonstrates limited skills in reflecting on own development as an effective communicator.</li> </ul>	E	1-6
<ul style="list-style-type: none"> <li>non-attempt or non-serious attempt.</li> </ul>	N	0