



Assessment Task Notification

FACULTY:

Student Name:		Class: 11EAD1
Title: Reading to Write: Transition to English Advanced		
Assessment Task Number: 1	Course: 11 English Advanced	Weighting: 30%
Teacher/s:	Jordan.johnson34@det.nsw.edu.au	Issue Date: 05/03/26
Type:	In class written task	Due Date: 25/03/26
Allocated Lessons:	2	Time: Period 2

Syllabus outcomes being assessed:

A student:

EAV-11-04 composes texts using language forms and features in new and different contexts

EAV-11-05 composes critical and creative texts for a range of audiences and purposes

EAV-11-06 evaluates own compositional processes and the ways choices of language, form and structure can shape meaning

Assessment Presentation Guidelines:

- Task will be completed in the allocated class period under exam conditions.
- Students will have 5 minutes reading time and 50 minutes writing time.
- Students must attempt all questions.

Task Description:

Under timed exam conditions, students will compose a short critical paragraph and an extended imaginative text in response to unseen stimulus.

Students will compose an imaginative text (700 to 800 words approximately) in response to a stimulus and a short critical and reflective paragraph on the stimulus and creative response analysing how language features, text structures and stylistic choices shape ideas and convey perspectives (300 words approximately).

Declaration of Authenticity

I certify that:

- The planning, development, content and presentation of this assessment task is my own work in every respect
- This assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in this assessment task or in its development
- By submitting my assessment task electronically, I acknowledge this declaration of authenticity of my work

Student Signature

Date

Feedback

Students will receive written feedback and a formal marking criteria.

Marking Criteria:

You will be assessed on your ability to:

- compose texts using language forms and features in new and different contexts
- compose critical and creative texts for a range of audiences and purposes
- evaluate own compositional processes and the ways choices of language, form and structure can shape meaning

Marking Criteria:						
Outcomes	A 30-25	B 24-19	C 18-13	D 12-7	E 6-1	N 0
Compose texts using language forms and features in new and different contexts	Demonstrates extensive knowledge and understanding of language forms and features. Composes highly crafted texts that adapt and manipulate language creatively and effectively in new and different contexts with a high level of control .	Demonstrates thorough knowledge and understanding of language forms and features. Composes well-developed texts that adapt language effectively to new contexts with a high level of competence .	Demonstrates sound knowledge and understanding of language forms and features. Composes clear texts that use appropriate language in different contexts with adequate control .	Demonstrates basic knowledge and understanding of language forms and features. Composes texts that show some attempt to adapt language to different contexts with variable control .	Demonstrates limited knowledge and understanding of language forms and features. Composes texts with elementary use of language , showing minimal adaptation to new contexts.	No attempt, non-serious attempt or plagiarism.
Compose critical and creative texts for a range of audiences and purposes	Demonstrates extensive knowledge and understanding of audience and purpose. Composes sophisticated critical and creative texts that are highly engaging, perceptive and purposeful , with a high level of control of form and style .	Demonstrates thorough knowledge and understanding of audience and purpose. Composes effective critical and creative texts that are well-structured and clearly shaped for intended audiences.	Demonstrates sound knowledge and understanding of audience and purpose. Composes clear critical and creative texts that are appropriate for audience and purpose , with adequate control of structure and ideas .	Demonstrates basic knowledge and understanding of audience and purpose. Composes texts that show some awareness of audience and purpose, though ideas and structure may lack clarity or control.	Demonstrates limited knowledge and understanding of audience and purpose. Composes texts with minimal awareness of audience or purpose and limited control of ideas.	No attempt, non-serious attempt or plagiarism.
Evaluate own compositional	Demonstrates extensive and insightful understanding of	Demonstrates thorough understanding of	Demonstrates sound understanding of	Demonstrates basic understanding of	Demonstrates limited	No attempt, non-serious

Persistent - Motivated - Creative - Adaptable - Deep Thinker - Problem Solver

processes and the ways choices of language, form and structure shape meaning	compositional processes. Provides a perceptive and sustained evaluation of how language, form and structural choices shape meaning, using precise metalanguage.	compositional processes. Provides a clear and well-reasoned evaluation of how choices of language, form and structure influence meaning.	compositional processes. Provides an adequate explanation of how some language and structural choices shape meaning.	compositional processes. Provides a limited or descriptive reflection , with some reference to language or structure.	understanding of compositional processes. Provides an elementary or minimal reflection with little reference to how meaning is shaped.	attempt or plagiarism.
TOTAL						
TASK RANK					/	
CUMULATIVE RANK					/	

Teacher Feedback: