



## **STANDARD ENGLISH – Year 11**

Assessment task no: 1

### **ASSESSMENT TASK NOTIFICATION**

Reading to Write Portfolio 'The Shifting Nature of Identity'

**Stage: 6 (Preliminary)**

**Weighting: 35%**

**Due Date: Wednesday 13<sup>th</sup> February**

**Teacher: Tiffany Wiblen**

**Date Issued: 30/1/19**

**Teacher Signature: \_\_\_\_\_**

#### **Outcomes:**

See attached document

#### **Topics:**

See attached document

#### **Description of activity:**

See attached document

**Students must sign the Assessment Register when this letter is received.**



**Subject: Standard English**

**Teacher: T. Wiblen**

**Due Date: Wednesday 13<sup>th</sup> February 2019 (Week 3)**

**Weighting: 35%**

**OUTCOMES: A student:**

**EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

**EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

### **Reading to Write**

#### **TASK DESCRIPTION: Portfolio – ‘The Shifting Nature of Identity’**

**Nature of the task: You are required to compose a Portfolio of English writing responses. You will write an analysis of other composers’ extracts (Part A).**

**You are also to write a Creative Writing Response, based upon one of your chosen extracts and write a Reflection Statement (Part B).**

Task in Detail:

#### **Part A: Reading**

This aspect of the study requires you to engage in wider reading.

1. Collect 4 extracts of the composers’ writing, which you have encountered during wider reading **and** write an analysis of each extract. (One from your chosen fairy tale, one from the Rabbits, one from the Littlest Refugee and at least one from the Turning – one of which is provided below).
2. One of the extracts must be the example provided below from the prescribed text ‘The Turning’.
3. The other three extracts must be of **your own choice** and drawn from your studies during this wider reading unit (your chosen fairy tale, the Rabbits, the Littlest Refugee, Ahn Do’s interview)

**Compose an analysis of each extract in which you:**

- Identify the name of the composer and the Title of the text.
- Identify the composer's purpose, context and the key themes of the text.
- Explain how the composer has shaped meaning through their language choices. This is achieved through your identification of the extracts' language features. You may choose to refer to: figurative language, tone, mood, syntax, narrative voice or any other stylistic features that you have encountered this term.
- Explain how the composer may have shaped meaning through visual choices (picture books we looked at in class). Go back to your in-class analysis.
- Remember to support everything you say with evidence in the form of quotes and visual information.

The analysis of each extract should be between **200-400 words**. ***You will be given a scaffold to use.***

### **Prescribed Text- Extract 1 – The Turning BIG WORLD (Tim Winton)**

Rectangular Snip

AFTER FIVE YEARS of high school the final November arrives and leaves as suddenly as a spring storm. Exams. Graduation. Huge beach parties. Biggie and me, we're feverish with anticipation; we steel ourselves for a season of pandemonium. But after the initial celebrations, nothing really happens, not even summer itself. Week after week an endless misting drizzle wafts in from the sea. It beads in our hair and hangs from the tips of our noses while we trudge around town in the vain hope of scaring up some action. The southern sky presses down and the beaches and bays turn the colour of dirty tin. Somehow our crappy Saturday job at the meatworks becomes full-time and then Christmas comes and so do the dreaded exam results. The news is not good. A few of our classmates pack their bags for university and shoot through. Cheryl Button gets into Medicine. Vic

## Prescribed Text- Extract 2 – The Turning BIG WORLD (Tim Winton)

We put in two last weeks at the meatworks and collect our pay. We fill the ancient VW with tinned food and all our camping junk and rack off without telling a soul. Monday morning everyone thinks we're off to work as usual, but in ten minutes we're out past the town limits going like hell. Well, going the way a 1967 Kombi will go. Our getaway vehicle is a garden shed on wheels.

It's a mad feeling, sitting up so high like that with the road flashing under your feet. For a couple of hours we're laughing and pointing and shoving and farting and then we settle down a bit. We go quiet and just listen to the Volkswagen's engine threshing away behind us. I can't believe we've done it. If either of us had let on to anybody these past couple of weeks we'd never have gone through with it; we'd have piked for sure. We'd be like all the other poor stranded failures who

### **Part B- Writing**

**Imaginative Writing Or Speech (700-1000 words):** All of the extracts and texts studied during classes have been based upon the theme or idea of 'the Shifting Nature of Identity'. As part of your study you are required to create either a story or a speech based on that concept.

#### **Imaginative Writing Piece (Portfolio 1):**

- Write a personal narrative about a past experience that you feel influenced you (or the protagonist) in your piece to be the person they are today.

#### **Speech (Portfolio 1):**

- Many people believe we are the products of our environments. Discuss. You may refer to the texts studied in class to support your view.

***You will be given information and scaffolds to assist you in answering either of these pieces. You have been working on these during class time.***

**Written Reflection (250-500 words):** Include a written reflection explaining your choices in composition. (State why you wrote your creative writing response or speech in the way in which you did.) See the following page for guidelines.

***Answer using the following guiding questions and submit them as part of your task:***

***Imaginative Writing Piece***

- explain your use of stylistic features: figurative language, tone, mood, syntax, narrative voice or any other stylistic features that you have employed in your creative writing.
- explain your choice of setting, character or plot
- discuss your treatment of the theme presented to you (how did you use it? Did you change the way you used it?)
- identify any relevant literary or contextual factors which have influenced your writing.
- What challenges did you face in your writing? How did you overcome these challenges?

***Speech***

- Reflect on why you took your position on the question or statement.
- Explain why you chose the themes or issues you chose to discuss.
- Discuss why you chose the literary devices you chose to use in your speech and what you wanted to achieve.
- Reflect on what you found challenging about the task
- Reflect on what you think are the strengths and weaknesses of your speech.





