



# THE RIVERS SECONDARY COLLEGE

## Assessment Task Cover Sheet

This cover sheet is to be completed by the student and securely attached to the front of all submitted assessment tasks (or components of assessment tasks), completed outside class time. It is the student's responsibility to **complete the details; to sign the declaration; to ensure that a staff member signs the receipt on the bottom of this page, and to detach and retain the receipt** until completion of the marking process.

Student name:	Home campus:
Subject:	Teacher's name:

In signing this declaration, you are acknowledging that this submitted work is your own, and that any contribution from other sources such as textbooks, other published works, literary articles, sources on the internet, past or fellow students' work etc., has been properly acknowledged. Students are referred to advice overleaf, and that contained in the Assessment Guidelines documentation distributed at the commencement of the course.

**Declaration**

***Except where appropriately acknowledged, I verify that this assessment task is my own work, and that it has been written and/or expressed in my own words. I also verify that this work has not been previously submitted by me or any other student in this or any other subject, either this year, or in years past.***

✂ .....

**Assignment Receipt: Retain this receipt as proof of the submission of your task.**

Student name:	Subject:
Description of task:	
Accepting teacher signature:	Date:



<b>Task Number</b>	1	<b>Task Name</b>	Portfolio
<b>Course</b>	Preliminary Standard English	<b>Faculty</b>	English
<b>Teacher</b>	R. Tyson, J. Ryan	<b>Head Teacher</b>	C. Taylor
<b>Issue date</b>	At least two-weeks before the assessment task	<b>Due date</b>	Due first timetabled lesson Term 1, Week 10, beginning 31/03/2025
<b>Focus (Topic)</b>	Reading to Write	<b>Task Weighting</b>	30%

### 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

### Task Description

#### Part A: Reading

Collect three extracts that you have encountered during wider reading as part of your Standard English studies this term.

Include each extract in your portfolio.

Complete an analysis of each extract in which you:

- the composer's purpose and the key themes of the text.
- explain how the composer has shaped meaning through their language choices.

You may choose to refer to: figurative language, tone, mood, syntax, narrative voice, or any other stylistic features that you have encountered this term.

Each analysis should be between 200 and 400 words per extract.

**Part B: Writing (Imaginative and Reflective)**

**Imaginative Writing (500-700 words):**

Choose one of the extracts. Use it as the basis for a piece of creative writing in which you:

Emulate the writing style of your chosen composer

Or

Write the next part of the narrative where the mood or atmosphere in the text is changed because of a surprising or unexpected event

Or

Create your own piece of writing exploring the theme of your chosen extract.

**Written Reflection (250-500 words):**

Include a written reflection explaining your choices in composition.

You should:

- Explain your use of stylistic features
- Reflect on your choice of setting, character, or plot
- Discuss your treatment of theme
- Refer to specific literary influences



