

### Description of activity

Students are to present a portfolio of a variety of pieces of work, including a visual representation and two written responses. Responses are based on a thematic novel study and the exploration of a selection of other texts. Students will complete these tasks in class. Work will only need to be done at home if students do not use the class time appropriately.

### Context

Students have explored a variety of texts, including a novel, representing the theme of FINDING HOME. They have explored the diverse meaning of this theme and how it can be represented both in written and visual form.

### Areas for Assessment

- Reading, writing and representing
- Communicating and context
- Interpretive, imaginative and critical thinking

**Outcomes:** EN4-2A, EN4-3B, EN4-4B,

**Related Life Skills outcomes:** ENLS-5A, E NLS-6A, E NLS-7A, ENLS-9A, E NLS-10B, E NLS-11B

Strategies - To successfully complete this task students are required to:

- Present a portfolio of responses under the direction of your teacher that explore the concept of FINDING HOME
- Complete a visual representation for the portfolio as directed by your teacher
- Complete two written responses for the portfolio as directed by your teacher
- Manage your time throughout the unit in order to complete each task by the suggested due dates
- Be creative and take some risks with your responses.
- Present your portfolio of THREE responses (1 visual and 2 written) by the due date in Week 8

Year 7 Stage 4 Assessment Task 3  
**FINDING HOME: Selection of Responses**

Components: Viewing, Representing, Reading and writing

Outcomes: EN4-2A, EN4-3B, EN4-4B,

Related Life Skills outcomes: ENLS-5A, E NLS-6A, E NLS-7A,

ENLS-9A, E NLS-10B, E NLS-11B

Due Date Term 3 Week 8

**Year 7 Unit 1**

**Student self evaluation**

**Research**

I could find resources, information and materials that I needed and knew how to use them

|            |           |           |        |            |
|------------|-----------|-----------|--------|------------|
| Not at all | Not often | Sometimes | Mostly | Definitely |
|------------|-----------|-----------|--------|------------|

**Engagement**

I enjoyed the creation of my texts

|            |           |           |        |        |
|------------|-----------|-----------|--------|--------|
| Not at all | Not often | Sometimes | Mostly | Always |
|------------|-----------|-----------|--------|--------|

**Time Management**

I managed the time for this project well

|   |                    |           |        |        |
|---|--------------------|-----------|--------|--------|
| I left it to the last minute and rushed | Every now and then | Sometimes | Mostly | Always |
|---|--------------------|-----------|--------|--------|

**Learning**

I learned about the theme (home) and how to represent this in my responses

|   |   |                            |                   |
|---|---|----------------------------|-------------------|
| I didn't learn enough to create responses that pleased me | It isn't as good as I expected it to be | Some parts are really good | My very best work |
|---|---|----------------------------|-------------------|

**Teacher Marking Guideline**

- Applies language appropriate to purpose, audience and contexts by demonstrating

|  |   |  |  |   |
|--|---|--|--|---|
| Extensive knowledge and understanding of content and theme | Thorough knowledge and understanding of content and theme | Sound knowledge and understanding of content and theme | Basic knowledge and understanding of content and theme | Elementary knowledge and understanding of content and theme |
|--|---|--|--|---|

- Language choices

|                           |                                   |                                       |                                      |   |
|---------------------------|-----------------------------------|---------------------------------------|--------------------------------------|---|
| Advanced language choices | Highly competent language choices | All language choices were appropriate | Some of the language was appropriate | Needs to develop more specific language |
|---------------------------|-----------------------------------|---------------------------------------|--------------------------------------|---|

- Imagination and interpretation

|  |  |   |   |
|--|--|---|---|
| Advanced use of imagination and interpretation | Highly competent use of imagination and interpretation | Competent use of imagination and interpretation | Developing skills in imagination and interpretation |
|--|--|---|---|

**Comment:** \_\_\_\_\_  
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