

Year 11 English Advanced and Standard 2022

Writing Portfolio



INSPIRING EXCELLENCE • ACHIEVING SUCCESS

Rationale

In creating this portfolio, students strengthen their knowledge and skills as writers. They will write a series of five types of texts for a variety of audiences and purposes to convey ideas with power and autonomy.

Throughout the Year 11 course, students will use their concurrent studies in English as models and stimulus for the development of their own ideas and written expression. This process will allow students to appreciate and analyse the importance and power of language. Through imaginative and analytic engagement with a variety of texts and with teacher feedback, students reflect on the complex and recursive process of writing to further develop their ability to **apply their knowledge of textual forms and features in their own sustained and cohesive compositions.**

Throughout the stages of drafting and revising their portfolio work, both in class and at home, students are expected to experiment with a range of language forms and features (for example, imagery, rhetoric, voice, characterisation, point of view, dialogue and tone). Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for submission. Students will engage with teacher feedback to refine their writing.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing imaginative, discursive, persuasive, informative and reflective texts.

Instructions

Over the course of Year 11, you will compose **FOUR** pieces of extended writing with a reflection attached to each. These pieces of writing will reflect a variety of different writing styles, which are outlined below.

Each piece of writing will be submitted to your teacher for feedback throughout the year.

For Advanced and Standard students, the word limit is **400-500 words** for **each piece of writing**.

With each piece of writing, you must also submit **a written explanation of the choices** you have made in constructing your piece of writing. This should justify key components of your writing and explain how it helps to convey meaning. Each written explanation should be **200- 300 words** for both Advanced and Standard students.

Throughout the year, you must keep all work you have completed for this Writing Portfolio, and the feedback provided, in a **portfolio book or electronic file (backed up)**.

You may also include any other work you have done that has assisted you in the completion of your portfolio book. This may include inspiration, brainstorming, planning, drafting or anything else that has assisted you in the writing process.

An outline of the content requirements for the specific writing styles, and specific details for the task, will be given to you at least two weeks before each writing task is due. These will be determined by your class teacher, but the word limit and other specifications outlined in this document will apply to all students.

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Styles of writing

The following table outlines the styles of writing you will be required to produce.

Imaginative Text	Texts that represent ideas, feelings and mental images in words or visual images. An imaginative text might use metaphor to translate ideas and feelings into a form that can be communicated effectively to an audience. Imaginative texts also make new connections between established ideas or widely recognised experiences in order to create new ideas and images. Imaginative texts are characterised by originality, freshness and insight. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books and multimodal texts, for example film.
Discursive Text	Texts that present a balanced and objective examination of a subject. An argumentative essay, the topic may be controversial, but the discursive essay attempts to present a much more balanced discussion of the issue. It does not, however, have to be expressly neutral. The essay should present both sides of the discussion, supported by facts and research. The author may draw tentative conclusions about the subject and suggest them to the reader. The discursive style is written in a more formal and impersonal style
Persuasive Text	Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. Persuasive texts seek to convince the responder of the strength of an argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language. They include student essays, debates, arguments, discussions, polemics, advertising, propaganda, influential essays and articles. Persuasive texts may be written, spoken, visual or multimodal.
Informative Text	Texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures. These texts include reports, explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws, news bulletins and articles, websites and text analyses. They include texts which are valued for their informative content, as a store of knowledge and for their value as part of everyday life.
Reflective Text	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience. Reflection is a mental process. It is contemplation or a long consideration. Thoughts or opinions that come to you while you are reflecting are called reflections. Unlike a reflection in a mirror, it is an interpretation of what is going on between learning and thinking.

Feedback

For each part of the Writing Portfolio you will receive feedback from your class teacher in the form of:

- Annotations on your script - suggestions of how to improve and what is successful about your writing
- A feedback sheet with points of feedback generic to the Writing Portfolio - the points that best describe your submitted work will be highlighted by your class teacher

Instructions for submission

Each piece of writing will be submitted to your English teacher on the due dates outlined below. They must be submitted as a **typed, printed copy - stapled with your name on it**; digital submissions will not be accepted unless in remote learning conditions. Upon submission, your teacher must sign and date in the table below. No plastic sleeves please.

Due dates

Concurrent module	Writing style due	Due date	Teacher sign-off
<i>Common Module:</i> Reading to Write	• Imaginative Text	Term 1, Week 5	
<i>Module A:</i> Narratives that Shape our World (Advanced) OR Contemporary Possibilities (Standard)	• Informative	Term 2, Week 1	
	• Discursive Text	Term 2, Week 7	
<i>Module B:</i> Critical Study of Text (Advanced) OR Close Study of Text (Standard)	• Persuasive Text	Term 3, Week 4	

Submission requirements

While this is not a formal assessment task, this portfolio process is evidence of diligence and sustained effort. The following submission requirements apply to ensure you are becoming familiar with the academic expectations of senior school.

1. Late submissions, without valid documentation, will be issued an N-Warning letter.
2. If you are aware of a conflict due to involvement in CHS school business, it is your responsibility to discuss a solution with your teacher before the due date of any parts.
3. Plagiarism is unacceptable and will result in the issue of an N-Warning letter and other possible consequences.

Failure to comply with these guidelines, non-attempts or non-serious attempts may result in N-Warning letters being issued for incomplete coursework and not meeting course outcomes.