**Marist College Canberra**



**Course and Assessment Outline Semester 2, 2019**

**Year 11**

**Essential English – Making Connections**

**+**

**English – Representations Through Texts**

**Essential English**

**Specific Unit Goals:**

* examine how the structure and language of texts varies in different modes, mediums and contexts
* understand reasons for language choices and their effects on audiences in a variety of texts and contexts
* create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.

**English**

**Specific Unit Goals:**

* understand the ways in which ideas and attitudes are represented in texts
* examine the ways texts are constructed to influence responses
* create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts.

**Texts:**

M. Zusak, ***The Book Thief***, 2005

S. Spielberg, ***Schindler’s List***, 1993

**Other:** A range of shorter texts will also be incorporated into the unit

|  |  |  |
| --- | --- | --- |
| **Week** | **Content** | **Assessment - English** |
| 1 | Intro to *The Book Thief* |  |
| 2 | *The Book Thief* |  |
| 3 | *The Book Thief* |  |
| 4 | *The Book Thief* |  |
| 5 | *The Book Thief* |   |
| 6 | *The Book Thief* | Creative response – Creating 35% |
| 7 | *Schindler’s List* |  |
| 8 | *Schindler’s List* |  |
| 9 | *Schindler’s List* | Analytical Response - Responding 30% |
| 10 | *Schindler’s List* |   |
| 11 | Collection of short stories / extracts |  |
| 12 | Collection of short stories / extracts |  |
| 13 |  | Oral Presentation – Investigating – 35% |
| 14 |  |  |

 **Attendance**

It is expected that students will attend **all** scheduled classes/activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/activities in a unit, even with due cause, will be deemed to have voided the unit. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

**Completion of Assessment**

Students are required to substantially complete and submit **all** assessment items that contribute to the assessment for a unit, unless due cause and adequate documentary evidence is provided. Exemption from an item and/or alternative assessment without penalty (extensions) is available to students providing adequate documentary evidence.

Unless prior approval is granted, any student who fails to submit assessment tasks worth a total of 70% or more of the assessment for the unit will be deemed to have voided the unit. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

**Late Submission of Work**

For all students it is an expectation that assignment and other assessment tasks must be submitted (even if late) in order to fulfill course requirements. For late work the following policy will apply:

* 1. Except in exceptional circumstances, students must apply for an extension in advance, providing due cause and adequate documentary evidence for late submission.
* 2.a) Calculation of a notional zero in T units is based on items submitted on time or with an approved extension ( ie a genuine score).
* 2.b) A late penalty will apply unless an extension is granted. The penalty for late submission is 5% (of possible mark) per calendar day late (including weekends and public holidays) until the notional zero, calculated in a) is reached. If an item is more than 7 days late, it receives the notional zero. Submission of work on a weekend or public holiday is not acceptable
* 3. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances with satisfactory documentation.
* 4. It may not be possible to grade or score work submitted after marked work in a unit has been returned to other students.

*Students should note that failure of computer/printer equipment is not considered due cause for late submission of work without penalty.*

**Assessment Criteria**

The following assessment criteria are a focus for assessment and reporting in all courses based on the English Course Framework.  Criteria are the essential qualities which teachers look for in student work. Over a unit, these criteria must be used by teachers to assess students’ performance, however not all of them need to be used on each task.  Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Essential English and English students will be assessed on the degree to which they:

* respond to oral, written and multimodal texts
* create oral, written and multimodal texts

**Moderation:** To ensure consistency, assessment items are moderated. Moderation in English follows this process:

* Class teacher marks all papers
* A sample (between 25 % and 100% of the class depending on the task and/or unit) is marked by another senior teacher within the department.

**Extensions**

An extension must be applied for before the due date. An application for an extension form will need be collected from the Studies Office. You will need to complete this form, submit it to your class teacher for recommendation and then submit to the Studies Office.

As a courtesy, you should advise your teacher if you have been granted an extension.

**English Department Drafting Policy.**

**Purpose of drafting:**

The purpose of submitting a draft to your English classroom teacher is twofold:

1. to ensure that you are addressing the requirements of the assessment task question, and
2. to receive suggestions as to how to improve your task response.

It should be noted that the purpose of drafting is not to edit your work or to give you an indication of any grade the work may achieve.

**Submission of Draft Procedure:**

One draft will be looked at by your classroom teacher and not by any other members of the English Department. Your draft may consist of either:

1. your essay plan with introduction and conclusion, or
2. a full essay

Your draft needs to be submitted to your English classroom teacher for comment 5 or more days before the due date of the assessment task.

**What you can expect for feedback:**

Your teacher will return your draft to you within 2 school days of receiving the draft.

He/she will make either written or spoken comment on:

1. whether your task response addresses the task question
2. a maximum of 3 areas in your response that need to be developed.

Your teacher may also offer general verbal comment on the technical aspect of your writing eg. paragraph or sentence structure, language, spelling or punctuation.

**Your role in the drafting process:**

The suggestions made to you by your classroom teacher are for your consideration and are not mandatory for inclusion. **Submission of a draft for comment does not guarantee an improved mark.**

It is recommended that students closely edit their own work before submission of assignments. Peer reading of written assessment and performance before peers for oral assessment are effective means of acquiring additional comment on how to improve.

Editing by reading work aloud will often highlight poor sentence structure, incorrect or omitted words and incorrect punctuation.

NB: These drafting procedures will apply to all prepared assessment tasks in Years 11 & 12 English, excepting Writers’ Workshop.

**Marist College Canberra**



#

ENGLISH DEPARTMENT

**Year 11 English – Semester 2 2019**

**Unit 2 – Representation Through Texts 1.0**

**Creative Response**

**(Creating)**

**Task Number 1**

**English Teacher: Tara Blacker**

**Date Due: First lesson Week 6**

**Date Issued: Week 1**

**Word limit: 1000 words + Rationale of 600 words**

**Weighting: 35%**

**Marks: out of 100**

**Criteria: As per attached rubric**

**Conditions: This is a take home task. A Statement of Originality (BSSS Plagiarism Declaration) must be attached to your submission**

 **For further reference to the Marist College Canberra and BSSS policies on plagiarism please see** https://portal.maristc.act.edu.au/StudentSpace/StudentPolicies/InformationRelatingToAssessmentInYears11And12.pdf

**Task:**

Near the end of *The Book Thief* there is a big gap in time between Liesel and Max reuniting at the end of the war to Liesel’s death in Sydney.

What do you think the rest of Liesel’s life turned out to be like? Do you wonder about the effect that her experiences during the war had on her personality, her values and her family? Do you think she ever returned to Germany, or would this have been too difficult for her to face?

Write another chapter in the life of Liesel. This could be:

* Just after she and Max reunite
* The events and decisions that lead her to leave Germany
* Who she married and how they met
* Anything else of your choice

DON’T FORGET: One of the most prominent features of this book is that it is written from the perspective of death. You must imitate this beautifully descriptive writing style in your own chapter.

**Plus:**

You must submit a rationale, an analysis of your own creative response. You will discuss the reason for your creative choices in this assignment. This discussion could include:

* The difficulties you encountered
* Your inspirations
* Editing and drafting process
* Peer input
* Research and wider reading.

The rationale is not a summary of what you have written, but how you actually wrote it; the thinking behind the creative process.

This rationale will be 600 words independent of the word limit.

**Late submission: Extensions must be applied for before the due date through the Studies Office.**

For all students it is an expectation that assignment and other assessment tasks must be submitted (even if late) in order to fulfill course requirements. For late work the following policy will apply:

1. Except in exceptional circumstances, students must apply for an extension in advance, providing due cause and adequate documentary evidence for late submission.
2. a) Calculation of a notional zero in T units is based on items submitted on time or with an approved extension ( ie a genuine score).
3. 2.b) A late penalty will apply unless an extension is granted. The penalty for late submission is 5% (of possible mark) per calendar day late (including weekends and public holidays) until the notional zero, calculated in a), is reached. If an item is more than 7 days late, it receives the notional zero. Submission of work on a weekend or public holiday is not acceptable.
4. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances with satisfactory documentation.
5. It may not be possible to grade or score work submitted after marked work in a unit has been returned to other students.

*Students should note that failure of computer/printer equipment is not considered due cause for late submission of work without penalty*

**Internal Moderation:** To ensure consistency, assessment items are moderated. Moderation in English follows this process:

* Class teacher marks all papers
* A sample (between 25 % and 100% of the class depending on the task and/or unit) is marked by another senior teacher within the department.
* If further advice on papers is required, these should be referred to either the HoD or the Assistant HoD, as applicable.

**English Department Drafting Policy: For seen questions, drafts will be accepted up to 1 week (5 school days) before the due date with conditions as per the English Department Drafting Policy.**

**Purpose of drafting:**

The purpose of submitting a draft to your English classroom teacher is twofold:

1. to ensure that you are addressing the requirements of the assessment task question, and
2. to receive suggestions as to how to improve your task response.

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One draft will be looked at by your classroom teacher and not by any other members of the English Department. Your draft may consist of either:

1. your essay plan with introduction and conclusion, or
2. a full essay

Your draft needs to be submitted to your English classroom teacher for comment 5 or more days before the due date of the assessment task.

**What you can expect for feedback:**

Your teacher will return your draft to you within 2 school days of receiving the draft.

He/she will make either written or spoken comment on:

1. whether your task response addresses the task question
2. a maximum of 3 areas in your response that need to be developed.

Your teacher may also offer general verbal comment on the technical aspect of your writing eg. paragraph or sentence structure, language, spelling or punctuation.

**Your role in the drafting process:**

The suggestions made to you by your classroom teacher are for your consideration and are not mandatory for inclusion. **Submission of a draft for comment does not guarantee an improved mark.**

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**Marist College Canberra**

#

**ENGLISH DEPARTMENT**

**Year 11 English – Semester 2 2019**

**Unit 2 – Representation Through Text 1.0**

**In-class Response**

**(Responding)**

**Task Number 2**

**English Teacher: Mrs Blacker**

**Date Due: First lesson of Week 9. To be held in class over 3 consecutive lessons.**

**Date Issued: Week 1**

**Word limit: 1000 words**

**Weighting: 30%**

**Marks: out of 100**

**Criteria: As per attached rubric**

**Conditions: This is an in-class task. 100 words of notes and class novel allowed.**

**For further reference to the Marist College Canberra and BSSS policies please see https://portal.maristc.act.edu.au/StudentSpace/StudentPolicies/InformationRelatingToAssessmentInYears11And12.pdf**

**Task:** Choose ONE of the following options:

**Question One:**

*Power is when we have every justification to kill, and we don't* (Schindler).

Analyse the portrayal of power in ‘Schindler’s List’.

**OR**

**Question Two:**

What can be learnt by reading the art and literature of war? Refer to both class texts studied this semester.

**Late submission:** If students are absent on any days of the in-class task, they must apply for an extension for the task through the Studies Office as per the information below before they can continue with the task.

For all students it is an expectation that assignment and other assessment tasks must be submitted (even if late) in order to fulfill course requirements. For late work the following policy will apply:

* 1. Except in exceptional circumstances, students must apply for an extension in advance, providing due cause and adequate documentary evidence for late submission.
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**What you can expect for feedback:**

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1. whether your task response addresses the task question

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**Marist College Canberra**



ENGLISH DEPARTMENT

**Year 11 English – Semester 2 2019**

**Unit 2 – Representation Through Text 1.0**

**Oral Presentation**

**(Investigating)**

**Task Number 3**

**English Teacher: Tara Blacker**

**Date Due: First lesson Week 13**

**Date Issued: Week 1**

**Word limit: 10 Minutes speaking time plus a maximum of 60 seconds of footage**

**Weighting: 35%**

**Marks: out of 100**

**Criteria: As per attached rubric**

**Conditions for Oral: This is a spoken task.**

1. On the due date of presentations **(First lesson Week 13)**, all students are to supply their class teacher with the 100 words speaking notes for the speech. These notes will be held by the teacher and returned to the student on the day of their speech. Failure to hand in notes will result in the application of penalties as per late submission of assignments. In addition, failure to present on the due date without due reason (eg. medical certificate) will also incur late submission (or additional late submission) penalties.
2. Slide show presentations are to be shared with your teacher via Google slides prior to your presentation.
3. A hard copy of your full speech and a hard copy of your slideshow must be handed to your teacher prior to your presentation.
4. As this is a task prepared at home, you must submit a Declaration of Originality (BSSS Plagiarism Declaration).

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**Task: Personal writings on war.**

You have been asked to speak at the Australian War Museum about soldiers’ personal reflections on war. You should focus on a specific conflict. In particular, you will be discussing correspondence between the soldiers and their loved ones, photographs, movies, sketches and drawings.

Prepare a 10 minute speech which discusses the role of personal reflections in your chosen conflict and gives examples of some of the reflections you found.

It is a requirement that you have some visual aids to support your speech.

**Late submission: If students are absent on the first day of oral presentations or on the day they are due to present they must apply for an extension through the Studies Office, providing documentation as detailed below.**

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**Marist College Canberra**



ENGLISH DEPARTMENT

**Year 11 Essential English – Semester 2 2019**

**Unit 2 – Making Connections 1.0**

**Creative Response**

**(Creating)**

**Task Number 1**

**English Teacher: Tara Blacker**

**Date Due: First lesson Week 6**

**Date Issued: Week 1**

**Word limit: 600 words + Rationale of 300 words**

**Weighting: 35%**

**Marks: out of 100**

**Criteria: As per attached rubric**

**Conditions: This is a take home task. A Statement of Originality (BSSS Plagiarism Declaration) must be attached to your submission**

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**Task:** Choose ONE of the following:

1. Write a short story based on one of the characters from *The Book Thief*. You might like to write about the character before or after the war.

**OR**

1. Write a narrative based on one of the quotes below. In your narrative, you must develop one of the themes present in ‘The Book Thief’.
* “I travelled the globe as always, handing souls to the conveyer belt of eternity.” (Death, p.23)
* “I do not carry a sickle or scythe. I only wear a hooded black robe when it’s cold. And I don’t have those skull-like facial features you seem to enjoy pinning on me from a distance.” (Death, p.329)
* “Five hundred souls. I carried them in my fingers like suitcases. Or I’d throw them over my shoulder.” (Death, p.359)
* “This time, his voice like a fist, freshly banged on the table. (p.136)
* “The soft spoken words fell off the side of the bed, emptying onto the floor like powder. (p.67)
* “Everything was so desperately noisy in the dark when he was alone. Each time he moved, there was the sound of a crease. He felt like a man in a paper suit.” (p.152)
* “When the train pulled into the Bahnhof in Munich, the passengers slid out as if from a torn package. (p.25)

**Rationale or Statement of Aims:**

1. What was the aim of your task? Did you want to:

- inform

- entertain

- persuade

- create an emotional response from your reader

and – why did you think this was an appropriate aim for this task.

1. Who was the audience for your task? Did you target a specific audience? Does the audience need to have a good knowledge of the text you studied?
2. Explain the format you used.
* For example, if you used letters, what particular features did you use and why? What sort of language did you use in your diary entries – did you use language that showed anger or confusion or emotion? Why did you think that language was appropriate? Use examples from your creative task to show how.
* If you used a short story, how does your short story fit in with the narrative structure format? Did you use language to create rising tension or an emotional response? Use examples from your creative task to show how.
1. How does your creative piece link with the text? Give examples from both your text and the creative task to show the links.
2. Finally, you could consider your approach to the text.
* How did you come up with your ideas? Which particular parts of your text did you wish to highlight and why?
* What research did you do?
* How did you go about drafting and editing your work?
* What do you consider to be the most successful aspect of your creative task?

**Late submission:**

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**Marist College Canberra**

#

**ENGLISH DEPARTMENT**

**Year 11 Essential English – Semester 2 2019**

**Unit 2 – Making Connections 1.0**

**In-class Response**

**(Responding)**

**Task Number 2**

**English Teacher: Mrs Blacker**

**Date Due: First lesson of Week 9. To be held in class over 3 consecutive 50 minute lessons.**

**Date Issued: Week 1**

**Word limit: 600 words**

**Weighting: 30%**

**Marks: out of 100**

**Criteria: As per attached rubric**

**Conditions: This is an in-class task. Class novel and 100 words of notes allowed.**

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**Task:**

You are required to write an extended response of at least two paragraphs to each of the following questions.

Remember, each paragraph should start with a topic sentence, include textual analysis and end with a concluding sentence. Sentences need to start with a capital letter and end with a full stop.

1. Explain how colour, or the lack of, is used to set the tone throughout the film. What impact does the girl in the red coat have on the responder?
2. What type of man is Oskar Schindler? Explain your answer.
3. What is the girl in the red coat symbolic of?
4. Hope and power are two key themes in ‘Schindler’s List’. Choose one of these and explain how it occurs in the film. Use examples from the film.
5. Although both ‘Schindler’s List’ and ‘The Book Thief’ describe experiences in World War Two, they are both very different. Explain two similarities and two differences between ‘Schindler’s List’ and ‘The Book Thief’.

**Late submission:**  **If students are absent on any days of the in-class task, they must apply for an extension for the task through the Studies Office as per the information below prior to continuing the task.**

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* 3. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances with satisfactory documentation.
* 4. It may not be possible to grade or score work submitted after marked work in a unit has been returned to other students.

*Students should note that failure of computer/printer equipment is not considered due cause for late submission of work without penalty.*

**Internal Moderation:**  To ensure consistency, assessment items are moderated. Moderation in English follows this process:

* Class teacher marks all papers
* A sample (between 25 % and 100% of the class depending on the task and/or unit) is marked by another senior teacher within the department.
* If further advice on papers is required, these should be referred to either the HoD or the Assistant HoD, as applicable.

**English Department Drafting Policy:**  For seen questions, drafts will be accepted as per the English Department Drafting Policy.

**Purpose of drafting:**

The purpose of submitting a draft to your English classroom teacher is twofold:

1. to ensure that you are addressing the requirements of the assessment task question, and

2. to receive suggestions as to how to improve your task response.

It should be noted that the purpose of drafting is not to edit your work or to give you an indication of any grade the work may achieve.

**Submission of Draft Procedure:**

One draft will be looked at by your classroom teacher and not by any other members of the English Department. Your draft may consist of either:

1. your essay plan with introduction and conclusion, or

2. a full essay

Your draft needs to be submitted to your English classroom teacher for comment 5 or more days before the due date of the assessment task.

**What you can expect for feedback:**

Your teacher will return your draft to you within 2 school days of receiving the draft.

He/she will make either written or spoken comment on:

1. whether your task response addresses the task question

2. a maximum of 3 areas in your response that need to be developed.

Your teacher may also offer general verbal comment on the technical aspect of your writing eg. paragraph or sentence structure, language, spelling or punctuation.

Your role in the drafting process:

The suggestions made to you by your classroom teacher are for your consideration and are not mandatory for inclusion. Submission of a draft for comment does not guarantee an improved mark.

It is recommended that students closely edit their own work before submission of assignments. Peer reading of written assessment and performance before peers for oral assessment are effective means of acquiring additional comment on how to improve.

Editing by reading work aloud will often highlight poor sentence structure, incorrect or omitted words and incorrect punctuation.

**Marist College Canberra**



ENGLISH DEPARTMENT

**Year 11 Essential English – Semester 2 2019**

**Unit 2 – Making Connections 1.0**

**Oral Presentation**

**(Investigating)**

**Task Number 3**

**English Teacher: Tara Blacker**

**Date Due: First lesson of Week 13**

**Date Issued: Week 1**

**Word limit: 6 minutes of speaking time plus a maximum of 60 seconds of footage**

**Weighting: 35%**

**Marks: out of 100**

**Criteria: As per attached rubric**

**Conditions for Oral: This is a spoken task.**

1. On the due date of presentations **(First lesson Week 13)**, all students are to supply their class teacher with the 100 words speaking notes for the speech. These notes will be held by the teacher and returned to the student on the day of their speech. Failure to hand in notes will result in the application of penalties as per late submission of assignments. In addition, failure to present on the due date without due reason (eg. medical certificate) will also incur late submission (or additional late submission) penalties.
2. Slide show presentations are to be shared with your teacher via Google slides prior to your presentation.
3. A hard copy of your full speech and a hard copy of your slideshow must be handed to your teacher prior to your presentation.
4. As this is a task prepared at home, you must submit a Declaration of Originality (BSSS Plagiarism Declaration).

**For further reference to the Marist College Canberra and BSSS policies please see** https://portal.maristc.act.edu.au/StudentSpace/StudentPolicies/InformationRelatingToAssessmentInYears11And12.pdf

**Task: Investigative Oral**

You have been asked to speak at the Australian War Museum about soldiers’ personal reflections on war. You should focus on a specific conflict. In particular, you will be discussing correspondence between the soldiers and their loved ones, photographs, movies, sketches and drawings.

Prepare a 6 minute speech which discusses the role of personal reflections in your chosen conflict and gives examples of some of the reflections you found.

It is a requirement that you have some visual aids to support your speech.

**Late submission: If students are absent on the first day of oral presentations or on the day they are due to present they must apply for an extension through the Studies Office, providing documentation as detailed below.**

For all students it is an expectation that assignment and other assessment tasks must be submitted (even if late) in order to fulfill course requirements. For late work the following policy will apply:

* 1. Except in exceptional circumstances, students must apply for an extension in advance, providing due cause and adequate documentary evidence for late submission.
* 2.a) Calculation of a notional zero in T units is based on items submitted on time or with an approved extension ( ie a genuine score).
* 2.b) A late penalty will apply unless an extension is granted. The penalty for late submission is 5% (of possible mark) per calendar day late (including weekends and public holidays) until the notional zero, calculated in a), is reached. If an item is more than 7 days late, it receives the notional zero. Submission of work on a weekend or public holiday is not acceptable.
* 3. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances with satisfactory documentation.
* 4. It may not be possible to grade or score work submitted after marked work in a unit has been returned to other students.

*Students should note that failure of computer/printer equipment is not considered due cause for late submission of work without penalty.*

**Internal Moderation:** To ensure consistency, assessment items are moderated. Moderation in English follows this process:

* Class teacher marks all papers
* A sample (between 25 % and 100% of the class depending on the task and/or unit) is marked by another senior teacher within the department.
* If further advice on papers is required, these should be referred to either the HoD or the Assistant HoD, as applicable.

**English Department Drafting Policy: English Department Drafting Policy: For seen questions, drafts will be accepted up to 1 week (5 school days) before the due date with conditions as per the English Department Drafting Policy.**

**Purpose of drafting:**

The purpose of submitting a draft to your English classroom teacher is twofold:

1. to ensure that you are addressing the requirements of the assessment task question, and
2. to receive suggestions as to how to improve your task response.

It should be noted that the purpose of drafting is not to edit your work or to give you an indication of any grade the work may achieve.

**Submission of Draft Procedure:**

One draft will be looked at by your classroom teacher and not by any other members of the English Department. Your draft may consist of either:

1. your essay plan with introduction and conclusion, or
2. a full essay

Your draft needs to be submitted to your English classroom teacher for comment 5 or more days before the due date of the assessment task.

**What you can expect for feedback:**

Your teacher will return your draft to you within 2 school days of receiving the draft.

He/she will make either written or spoken comment on:

1. whether your task response addresses the task question
2. a maximum of 3 areas in your response that need to be developed.

Your teacher may also offer general verbal comment on the technical aspect of your writing eg. paragraph or sentence structure, language, spelling or punctuation.

**Your role in the drafting process:**

The suggestions made to you by your classroom teacher are for your consideration and are not mandatory for inclusion. **Submission of a draft for comment does not guarantee an improved mark.**

It is recommended that students closely edit their own work before submission of assignments. Peer reading of written assessment and performance before peers for oral assessment are effective means of acquiring additional comment on how to improve.

Editing by reading work aloud will often highlight poor sentence structure, incorrect or omitted words and incorrect punctuation.