



## English Department Student Assessment Policy

**Year: 7**

**Course: Stage 4 English**

### Course Description

By the end of Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

In speaking, writing and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts.

Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others' compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next.

Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

### Course Outline

Year 7 English is a Stage 4 English Course which incorporates all aspects of the NSW English Syllabus. Students will complete an integrated study program on the concepts listed below. Each topic will incorporate skills based lessons on punctuation, grammar, spelling and the wide reading program (monthly Moodle blog required). These skills allow students to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

Term 1 – **Stand up, Speak out:** Poetry & Multimodal

Term 2 – **Survival:** Novel Study

Term 3 – **What's Old Is New Again:** Film Study

Term 4 – **Being True to the Self:** Non-Fiction & Drama

### Outcomes

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  
 EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies  
 EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts  
 EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence  
 EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts  
 EN4-6C identifies and explains connections between and among texts  
 EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it  
 EN4-8D identifies, considers and appreciates cultural expression in texts  
 EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

### Assessment Program (Times may vary with prior notification)

Nature of Task	Outcomes	Weight	Timeframe
<b>Stand up, Speak Out:</b> Narrative Response	EN4-1A EN4-7D EN4-4B EN4-5C	30%	Term 1, Week 10
<b>Survival:</b> Extended Response	EN4-1A, EN4-3B, EN4-7D	35%	Term 1, Week 10
<b>What's Old Is New Again:</b> Short Answer and Extended Response on Appropriated Text	EN4-2A, EN4-5C, EN4-6C	35%	Term 3, Week 9
<b>Being True to the Self:</b> Oral Presentation	EN4-2A EN4-5C EN4-9E	N/A (Outside reporting period)	Term 4 (Classroom teacher to advise)
	Total	100%	

### Specific Subject Requirements

- If a student is absent from an assessment task they **must provide a letter of explanation from their parent/carer.**
- Always keep a copy of your assignment work in hard copy form, on a portable disk, on a hard drive and email a copy of the task to your school account. This will ensure technological problems (such as computer malfunction, power surge, loss of work, no printer ink) will not result in a loss of some or all of marks.
- A penalty of **10% of the full marks** per day will be consistently applied for the submission of late tasks. After 5 days the student will receive zero

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_