ORANGE HIGH SCHOOL

 

ASSESSMENT TASK NOTIFICATION

| **Subject** | English Standard |
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| **Topic** | Common Module: Reading to Write |
| **Class Teachers** | Livingstone, Luchetti, Holliday and Boyle |
| **Head Teacher** | Peasley |
| **Year** | 11  |
| **Date Given** | 5/03/2024 Week 6  |
| **Date Due** | 4/4/2024 Week 10 (Reflection - Period 5) |
| **Weighting** | 30% |

| **Assessment Outline**The task is made up of two (2) parts. **Part One: Imaginative, Discursive or Persuasive Response 20%****Task Description:** You are to compose an 800 – 1000 word Imaginative, Discursive or Persuasive response that is a refinement and extension of a piece of writing you have started in class. The piece you choose is required to be from classwork completed in the Reading to Write module. You are to use the feedback provided by your classroom teacher as a starting point to further develop your piece of writing. There will be opportunities to seek additional feedback from peers, however, class teachers will provide formal feedback only once. **You are required to submit a printed copy of this to reference as you write your reflection. This needs to be printed before class on the due date.** **Part Two: Reflection 10%****Task Description:** You are to compose an in class reflective piece on the writing process of Part One in response to the following question:*Explain how the creative decisions that you made in Part One were influenced by a mentor text that you have studied in the Reading to Write Module.*You will complete Part Two of the task in class on the 4/4/2024. You will have 30 minutes to write your reflection during the allocated period in reference to your printed Part One piece.  |
| --- |
| **Non-completion of Task:**If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.The expectation of this task is that you will present to your English class on the due date. If, for some reason, you cannot submit the task by the due date, you will be required to provide a medical certificate and arrangements will be made for you to submit your response at an alternative time.**Failure to follow the above procedures may result in a zero award.** |
| **Plagiarism:**Plagiarism, the use of the work of others without acknowledgement, will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.To ensure authenticity and originality of your work, you must work in the Google Doc provided by your teacher in the Google Classroom submission space, so that the progress of your composition can be monitored. The final piece must have developed from work your teacher has sighted in class during Term 1 (Reading to Write Module).Refer to NESA’s All My Own Work Policy for further information. |
| **Drafting:** Students are able to submit ONE draft for their composition, ONE week before the submission date as per the English drafting policy. Students will not receive feedback on the reflection component.  |
| **EN11-1** - responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure**EN11-4** - applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts**EN11-6** – Investigates and explains the relationships between texts**EN11-9** - reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner |

**2024 Reading to Write – Part A Marking Criteria**

You are to compose an 800 – 1000-word creative response based on a piece of writing you have started in class. The piece you choose is required to be from class work completed in Reading to Write. You are to use the feedback provided by your classroom teacher as a starting point to further develop your piece of writing.

| **Criteria** | **Marks** |
| --- | --- |
| * Skilfully utilises the forms and features of the selected text type to effectively communicate ideas.
* Shows highly developed ability to use stylistic devices with precision and originality.
* Demonstrates sophisticated and sustained ability to draw upon the imagination to transform ideas into a text.
* Displays sophisticated control of language
 | **20 - 17** |
| * Effectively utilises the forms and features of the selected text type to communicate ideas.
* Shows well developed ability to use stylistic devices with precision and originality.
* Demonstrates sustained ability to draw upon the imagination to transform ideas into a text.
* Displays effective control of language.
 | **16 – 13**  |
| * Utilises the forms and features of the selected text type to communicate ideas.
* Shows satisfactory ability to use stylistic devices with some originality.
* Demonstrates sound ability to draw upon the imagination to transform ideas into a text.
* Displays sound control of language.
 | **12 - 9** |
| * Inconsistent use of the forms and features of the text type to communicate ideas.
* Shows limited or inconsistent ability to use stylistic devices.
* Demonstrates limited ability to draw upon the imagination to transform ideas into a text.
* Displays inconsistent expression.
 | **8 – 5** |
| * Little recognition of the forms and features of the text type to communicate ideas.
* Struggles to use stylistic devices
* Demonstrates little if any ability to draw upon the imagination to transform ideas into a text.
* Displays poor control of language, expression and form.
 | **4 – 1** |

**2024 Reading to Write – Part B: Reflection Marking Criteria**

You are to compose a reflective piece on the writing process of Part One in response to the following question:

***How has your study of mentor texts helped you develop and refine your piece of creative writing?***

It is recommended that you utilise analytical form and structure for your reflection, which should be 700 – 800 words in length.

| **Criteria** | **Marks** |
| --- | --- |
| * Explains skilfully how your study of mentor texts has helped you develop and refine the piece of writing
* Presents a sophisticated reflection with detailed and well-chosen textual references to the student’s own piece of writing and mentor texts
* Demonstrates skilful control of language and structure appropriate to audience, purpose and form
 | **10 - 9** |
| * Explains effectively how your study of mentor texts has helped you develop and refine the piece of writing
* Presents an effective reflection with well-chosen textual references to the student’s own piece of creative writing and mentor texts
* Demonstrates well-developed control of language and structure appropriate to audience, purpose and form
 | **8 – 7** |
| * Discusses how your study of mentor texts has helped you develop and refine the piece of writing
* Presents a reflection with textual references to the student’s own piece of creative writing and/or references to feedback and mentor texts
* Demonstrates adequate control of language and structure appropriate to audience, purpose and form
 | **6 – 5** |
| * Attempts to compose a reflection linking to a mentor text
* The student’s composition refers to aspects of their writing
* Demonstrates limited control of language and structure appropriate to audience, purpose and form
 | **4 – 3** |
| * Attempts to compose a response
* Demonstrates elementary control of language
 | **2 - 1** |