



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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| Course | Year 11 English Advanced |
| Topic | The Common Module: Reading to Write |
| Task Type | Task 1- Imaginative composition and Reflection |
| Submission Details | Part A- Written composition (hand-in) Part B- Reflection (written in class) |
| Date Due | Term 1, Week 10 - Friday 31st March, Period 3 |
| Weighting | 30% |
| Date Given | Week 7 |
| Class Teacher | Ms McKenzie & Mrs Carrusca |
| Head Teacher | Miss Peasley |

Assessment Outline

This term you have read and explored various pieces of writing in different forms. You have used elements of model texts to inspire your own writing and experiment with new stylistic and language features. This task will allow you to showcase your learning through the completion of a **two-part submission** task as outlined below.

PART A - Writing Composition (15 marks)

Due: Friday 31st March 2023, Period 3

Submission: Printed hard copy, handed in during English lesson.

Choose one of the experimental drafts inspired by your study of a model text explored in class. You are to develop this piece into a whole, polished piece which emphasises the concept that ***simple things can have great significance***.

Your final piece should:

- be approximately **600 words**
- be imaginative, informative, discursive or persuasive.
- demonstrate thoughtful application of literary devices including language, structure and form

To prepare for PART A:

- Manage your time carefully; writing is a process that takes time, creative thinking, drafting and editing
- Re-read your chosen model text
- Review significant writing features and select those which you might implement in your own composition
- Review the feedback you have received for your writing this term and use it to set clear goals for your final composition
- Record your ideas, research, readings/ viewings, annotations, experimentation/ drafts and reflections in your journal
- Brainstorm issues, plotlines, characters and possible scenarios/ perspectives you want to develop
- Experiment with possible ideas that work within the context of the text and the task instructions
- Experiment with language and stylistic devices; review your knowledge and application of language techniques, imagery, dialogue, punctuation, paragraphing and stylistic structure.
- Draft, edit, refine and polish your writing piece
- Seek feedback for continued development; apply 'Three Before Me' rule including a self-check matrix, peer feedback, parent feedback

- Hand in a **draft to Google Classroom before 5pm on Friday 24th March**. Teacher feedback will outline one thing you are doing well, a response to your specific question about your goals for the piece, and one recommendation for further development.
- Upload a digital version** of your polished composition to **Google classroom before Period 3 on Friday 31st March**. **Print a hard copy** of the final piece and bring it to class on the day of submission- you will need this to help you write your reflection.

PART B - Reflection (15 marks)

During our lesson in Period 3, you will have 40 minutes to **compose a personal reflection on your writing process** and its final product. In your handwritten reflection, you will respond to the following question:

How has your experience of reading and exploring model texts inspired the writing process and creation of your own composition?

Your reflection must:

- outline the purpose and creative goals of your composition
- explain how your reading of model texts and writing experiences in this unit influenced you when making decisions about manipulating language in your final piece.
- justify your stylistic choices to shape effective representations with a clear understanding of purpose and audience.
- reflect on and evaluate your learning experience throughout this process (eg. your inspirations, research, drafting, challenges and achievements)
- Express your ideas clearly; appropriate use of vocabulary, spelling, punctuation, sentence structure and cohesion

To prepare for PART B:

- Keep the reflection in mind when drafting, editing and polishing your composition. Notice and note down your observations about your readings, research, drafting and editing experiences.
- Consider what details you will include in your reflection. You may use the following 'guiding questions' to plan your response:
 - *Which model text did you choose as your source of inspiration and why?*
 - *Explain your title choice.*
 - *What ideas did you want to develop in your composition and why do you think it was important to explore them?*
 - *How did the ideas you intended to communicate challenge or complement the issues/ themes in the original novel?*
 - *How did you develop your ideas, images and representations? What did you find enjoyable about this process? What did you find challenging about this process and how did you overcome these challenges?*
 - *Discuss your drafting process; what practical tips worked well across the different writing stages? What further reading/ research did you undertake to extend your skills?*
 - *Explain your choice of form and style. How does it conform to, or oppose, the style of your prescribed text?*
 - *What technical features did you experiment with and how did this influence your writing experience?*
 - *What research did you undertake to refine your writing style and what new skills have you developed?*
 - *What ideas/ stylistic features did you discard and why did you choose not to include them?*
 - *What features of your piece (narrative or stylistic) do you think work most effectively to engage the intended audience?*
 - *If you had a chance to do this project again, what would you do differently and why?*
 - *To what extent are you satisfied with the finished product?*
- Write a draft/ practice reflection to the given question under timed conditions. Critique it with reference to good reflection samples.

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. You must submit your final piece on Google Classroom even if you are absent from school. 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.

Plagiarism:

Plagiarism - using the work of others without acknowledgement - will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in an N award.

The policies and procedures that are outlined in the assessment booklet will be followed regarding the non-completion of assessment tasks.

Submission Instructions:

- You must print and bring your written composition to class on 31st March 2023.
- Size 11, sensible font, 1.5 line spacing.
- Your name, class and teacher name must be in the header.
- You will be able to refer to your written composition as you write your reflection in class.
- You will hand write your reflection and attach it to your written composition at the end of the period.

Outcomes Assessed

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

You will be assessed on how well you:

- represent your understanding of the significance of structure through effective use of your chosen form
- analyse and use language conventions and form to express complex ideas in a sustained composition
- reflect on and assess your learning and writing processes to identify strengths and areas for improvement.
- demonstrate effective use of the editing process with purposeful manipulation of layout, paragraphing, tense and syntax

Marking Guidelines

Part A- Imaginative Composition (15 marks)

| Students: | Mark Range |
|---|------------|
| <ul style="list-style-type: none">● Composes a sustained and engaging piece of writing (imaginative/discursive/persuasive or informative) that skilfully represents the concept that simple things can have great significance● Crafts language skilfully using techniques relevant to the chosen form to compose a piece of (imaginative/discursive/persuasive or informative)● Demonstrates skilful control of language and structure appropriate to audience, purpose, context and form | A 13-15 |
| <ul style="list-style-type: none">● Composes a sustained piece of (imaginative/discursive/persuasive or informative) writing that effectively represents the concept that simple things can have great significance● Crafts language effectively using techniques relevant to the chosen form to compose a piece of (imaginative/discursive/persuasive or informative) writing● Demonstrates effective control of language and structure appropriate to audience, purpose, context and form | B 10-12 |
| <ul style="list-style-type: none">● Composes a sound piece of imaginative (imaginative/discursive/persuasive or informative) that represents the concept that simple things can have great significance● Uses language competently to compose a piece of (imaginative/discursive/persuasive or informative) writing using techniques relevant to the chosen form● Demonstrates sound control of language and structure appropriate to audience, purpose, context and form | C 7-9 |
| <ul style="list-style-type: none">● Composes a limited piece of (imaginative/discursive/persuasive or informative) writing that attempts to demonstrate that simple things can have great significance● Uses language variably to compose a piece of (imaginative/discursive/persuasive or informative) writing. May have some techniques relevant to the chosen form● Demonstrates variable control of language and structure | D 4-6 |
| <ul style="list-style-type: none">● Attempts to compose a piece of (imaginative/discursive/persuasive or informative) writing with minimal understanding of the chosen form● Demonstrates limited control of language | E 1-3 |

Marker Feedback:

Part B- Reflection (15 marks)

| Students: | Mark Range |
|--|-------------------|
| <ul style="list-style-type: none">● Skilfully evaluates their experience of the writing process and finished product; inspiration, learning, challenges and achievements● Thoughtful explanation of stylistic and technical choices made to develop their piece of writing with a clear awareness of purpose and audience● Sustained control of language and understanding of reflection composition; well-developed use of vocabulary, spelling, punctuation, sentence structure and the reflection is thorough and clear | A 13-15 |
| <ul style="list-style-type: none">● Effectively evaluates their experience of the writing process and finished product; inspiration, learning, challenges and achievements● Effective explanation of stylistic and technical choices made to develop their piece of writing with an awareness of purpose and audience● Effective control of language and understanding of reflection composition; varied and appropriate use of vocabulary, spelling, punctuation, sentence structure and the reflection is clear | B 10-12 |
| <ul style="list-style-type: none">● Some evaluation of their experience of the writing process; inspiration, learning, challenges and achievements● Some explanation of stylistic and technical choices made to develop their piece of writing with a some awareness of purpose and audience● Sound control of language and understanding of reflection composition; sound use of vocabulary, spelling, punctuation, sentence structure and the reflection is adequate | C 7-9 |
| <ul style="list-style-type: none">● Limited evaluation of their experience of the writing process; inspiration, learning, challenges and achievements. May be descriptive, or provide brief outline of writing process● Limited explanation of stylistic and technical choices made to develop their piece of writing● Limited control of language and understanding of reflection composition; limited use of vocabulary, spelling, punctuation, sentence structure; reflection is brief or/ and makes generalised statements | D 4-6 |
| <ul style="list-style-type: none">● Makes brief and/ or vague statements which offer minimal insight into their experience of the writing process● Elementary explanation of stylistic and technical choices made to develop their piece of writing● Elementary control of language and understanding of reflection composition; elementary use of vocabulary, spelling, punctuation, sentence structure; reflection is brief or/ and makes generalised statements | E 1-3 |

Marker Feedback:
