



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Standard
Topic	Common Module: Reading to Write
Class Teachers	Livingstone, Peasley, Forsyth and Gilmour
Head Teacher	Peasley
Year	11
Date Given	13/03/2023
Date Due	31/3/2023
Weighting	30%

Assessment Outline

The task is made up of two (2) parts.

Part One: Creative Response 20%

Task Description:

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 classwork 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. 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 during 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:

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.

Part Two will be collected at the end of the lesson and attached to your creative response

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 present to your class, you will be required to provide a medical certificate and arrangements will be made for you to present to your class teacher 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.

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

2023 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
<ul style="list-style-type: none">• Skilfully utilises the forms and features of the creative 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
<ul style="list-style-type: none">• Effectively utilises the forms and features of the creative 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
<ul style="list-style-type: none">• Utilises the forms and features of the creative 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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

2023 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
<ul style="list-style-type: none">- Explains skilfully how your study of mentor texts has helped you develop and refine the piece of creative writing- Presents a sophisticated reflection with detailed and well-chosen textual references to the student's own piece of creative writing, feedback and mentor texts- Demonstrates skilful control of language and structure appropriate to audience, purpose and form	10 - 9
<ul style="list-style-type: none">- Explains effectively how your study of mentor texts has helped you develop and refine the piece of creative writing- Presents an effective reflection with well-chosen textual references to the student's own piece of creative writing, feedback and mentor texts- Demonstrates well-developed control of language and structure appropriate to audience, purpose and form	8 - 7
<ul style="list-style-type: none">- Discusses how your study of mentor texts has helped you develop and refine the piece of creative 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
<ul style="list-style-type: none">- Attempts to compose a reflection linking to a mentor text- The student's composition refers to aspects of their creative writing- Demonstrates limited control of language and structure appropriate to audience, purpose and form	4 - 3
<ul style="list-style-type: none">- Attempts to compose a response- Demonstrates elementary control of language	2 - 1