



# ORANGE HIGH SCHOOL

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## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Preliminary English Extension I
<b>Topic</b>	Texts, Culture and Value: Bureaucracy Behaving Badly
<b>Class Teachers</b>	D Carrusca
<b>Head Teacher</b>	M Peasley
<b>Year</b>	11
<b>Date Given</b>	Wednesday Week 9, Term 1 2024
<b>Date Due</b>	Wednesday Week 2, Term 2 2021 (Wed 8th May 2024)
<b>Weighting</b>	30%

### Assessment Outline

This task is designed to help students plan, draft, edit and publish a high-quality piece of imaginative writing. To prepare for this task students will:

- Explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture
- Utilise language to shape and reflect cultural values
- Investigate topics and ideas of interest, engage in independent learning activities and develop skills in sustained composition

### Task Description:

The *History Channel* website is launching a new online anthology titled 'Looking Back, Looking Forward'. This compilation of literary works showcases short pieces of historical fiction which allow contemporary audiences to glean the 'bad behaviour' of past societies and reflect on how cultural attitudes and values have changed since.

As a prominent writer, you have been invited to submit an imaginative piece which explores the complexity of human transgressions in a specific historical period, inspired by a recognised item or photograph with historical meaning. This item or photograph must be incorporated as a central symbol or image of significance in your piece.

You will be given 1 hour to hand-write your responses in class on the due date. Submissions will include the following components:

- a) Imaginative piece:
  - explores the complexity of human transgressions in a specific historical period, inspired by and incorporating a recognised item or photograph of historical significance
  - demonstrate use of varied technical features including form, structure and language including convincing and historically relevant setting, characters and plot development
  - reflect a clear process of research, drafting, editing and application of feedback
  - between 600- 800 words
- b) A writing process reflection:
  - outlining the reasons for your choice of stimulus (historical item/ image) including your understanding of its cultural value in the past and now
  - explaining the intended purpose of your piece and the impressions you hoped to evoke to your chosen audience
  - elucidating your crafting choices, challenges and successes
  - concluding your thoughts on the things you might experiment with or do differently when crafting your writing in future
  - word limit: 300- 400 words
- c) Your journal including:
  - detailed plans, including research, drafts, feedback and editing changes on your creative piece
  - the 'Imaginative Writing Feedback Sheet', completed by at least ONE other reader

## **DRAFTS & FEEDBACK**

You may submit **ONE draft** for teacher feedback, **via Google Classroom** or via email to [diana.carrusca@det.nsw.edu.au](mailto:diana.carrusca@det.nsw.edu.au). Draft submissions close at **9am on Wednesday 24<sup>th</sup> April** (second week of school holidays). Evidence of your editing, once you have received feedback, will need to be demonstrated in your journal.

## **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, and complete an illness/ misadventure form.

## **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 as per NESA's All My Own Work policy.

**Failure to follow the above procedures may result in a zero award.**

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

## **Outcomes assessed Outcomes assessed**

EE11-1, EE11-2, EE11-3

### **Students will value and appreciate:**

- the importance of independent thinking, investigation and experimentation as a key to learning
- the personal enrichment to be gained from a love of English and an appreciation of the diversity and aesthetics of literature
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing.

### **Knowledge and understanding**

Through responding to and composing a wide range of complex texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- articulate understanding through speaking, listening, reading, writing, viewing and representing
- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts
- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values
- express understanding of how cultural, historical and social contexts are represented in critical and creative texts
- reflect on and evaluate their own processes of learning and creativity.



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Marks	Marking Criteria	Mark Awarded
<b>A</b> 25- 30	<ul style="list-style-type: none"> <li>Composes a sophisticated imaginative piece that explores the complexity of human transgressions in a specific historical period, inspired by a recognised item or photograph of historical significance</li> <li>Uses a highly effective range of technical features including form, structure and language including convincing and historically relevant setting, characters and plot development for purpose</li> <li>Demonstrates a highly developed ability to research, plan, draft, and refine a piece of imaginative writing.</li> <li>Composes a thorough and insightful reflection about their writing intentions and process including judicious examples to support the evaluation of their work</li> </ul>	
<b>B</b> 19- 24	<ul style="list-style-type: none"> <li>Composes a well-crafted imaginative piece that explores the complexity of human transgressions in a specific historical period, inspired by a recognised item or photograph of historical significance</li> <li>Uses an effective range of technical features including form, structure and language including historically relevant setting, characters and plot development for purpose</li> <li>Demonstrates a well-developed ability to research, plan, draft, and refine a piece of imaginative writing.</li> <li>Composes a thoughtful reflection about their writing intentions and process including effective examples to support the evaluation of their work</li> </ul>	
<b>C</b> 13-18	<ul style="list-style-type: none"> <li>Composes an appropriately crafted imaginative piece that explores the complexity of human transgressions in a specific historical period, inspired by a recognised item or photograph of historical significance</li> <li>Adequately uses some technical features including form, structure and language including some historically relevant settings, characters and plot development for purpose</li> <li>Demonstrates a sound ability to research, plan, draft, and refine a piece of imaginative writing.</li> <li>Composes an adequate reflection about their writing intentions and process including relevant examples to support the evaluation of their work</li> </ul>	
<b>D</b> 7-12	<ul style="list-style-type: none"> <li>Composes a simply crafted imaginative piece that explores human transgressions in a specific historical period, inspired by a recognised item or photograph of historical significance</li> <li>Attempts to use some technical features including form, structure and language to shape historically-based ideas</li> <li>Demonstrates a basic ability to research, plan, draft, and refine a piece of imaginative writing.</li> <li>Composes a basic reflection about their writing intentions and process including examples to support the evaluation of their work</li> </ul>	
<b>E</b> 1-6	<ul style="list-style-type: none"> <li>Composes a limited imaginative piece that depicts ideas about human transgressions in a specific historical period, inspired by a recognised item or photograph of historical significance</li> <li>Uses a limited range of language forms and features to shape ideas</li> <li>Demonstrates little or no ability to research, plan, draft, and refine a piece of imaginative writing.</li> <li>Composes a limited reflection about their writing intentions and process including minimal examples to support their evaluation of their work</li> </ul>	