



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English Standard and Advanced
<b>Topic</b>	Reading to Write
<b>Class Teacher</b>	Lapich, Peasley, Gilmour, Livingstone, Macdonald and Burfitt
<b>Head Teacher</b>	Mrs Macdonald
<b>Year</b>	2020
<b>Date Given</b>	Thursday Week 5 - 27/2/20
<b>Date Due</b>	Monday Week 10 - 30/3/20
<b>Weighting</b>	30%

### **Task Description:**

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

### **Part One: Creative Writing Narrative 20%**

#### **Task Description:**

You are to compose a 1200 word (maximum) narrative based on a response you have started in class. The piece you choose should 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. There will be opportunities to seek additional feedback from peers, however, class teachers will provide formal feedback only once.

In accordance with the drafting policy, drafts are due to your class teacher on **Monday 23<sup>rd</sup> March**.

You are to attach your draft and the written feedback provided by your teacher to your final copy for submission.

### **Part Two: Reflection 10%**

#### **Task Description:**

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

*How have you utilised the explore, analyse, create and reflect process to 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 is to be submitted with Part One.

**Part One and Part Two should be typed and feature both your name and the name of your teacher on the front of each document, and your draft with feedback should be attached with a staple. This may be handwritten.**

#### **Task Information**

You must submit Parts One and Two, along with your draft and the written feedback BEFORE 9:00am on the set date. Tasks are to be submitted at room 127.

**Outcomes Assessed**

**Standard:** EN111, EN113, EN114, EN115, EN116, EN118, EN119

**Advanced:** EN111, EN113, EN114, EN115, EN116, EN118, EN119






## 2020 Reading to Write – Reflection Marking Criteria

You are to compose a reflective piece on the writing process of Part One in response to the following question:  
How have you utilised the explore, analyse, create and reflect process to 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.

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>- Explains skilfully how the explore, analyse, create and reflect was utilised to develop and refine the piece of creative writing</li> <li>- Presents a sophisticated reflection with detailed and well chosen textual references to the student’s own piece of creative writing, feedback and mentor texts</li> <li>- Demonstrates skilful control of language and structure appropriate to audience, purpose and form</li> </ul>	<b>13 – 15</b>
<ul style="list-style-type: none"> <li>- Explains effectively how the explore, analyse, create and reflect was utilised to develop and refine the piece of creative writing</li> <li>- Presents an effective reflection with well chosen textual references to the student’s own piece of creative writing, feedback and mentor texts</li> <li>- Demonstrates well developed control of language and structure appropriate to audience, purpose and form</li> </ul>	<b>10 – 12</b>
<ul style="list-style-type: none"> <li>- Discusses how the explore, analyse, create and reflect was utilised to develop and refine the piece of creative writing</li> <li>- Presents a reflection with textual references to the student’s own piece of creative writing and/or references to feedback and mentor texts</li> <li>- Demonstrates adequate control of language and structure appropriate to audience, purpose and form</li> </ul>	<b>7 – 9</b>
<ul style="list-style-type: none"> <li>- Attempts to compose a reflection on the explore, analyse, create and reflect process</li> <li>- The student’s composition refers to aspects of their creative writing</li> <li>- Demonstrates limited control of language and structure appropriate to audience, purpose and form</li> </ul>	<b>4 – 6</b>
<ul style="list-style-type: none"> <li>- Attempts to compose a response</li> <li>- Demonstrates elementary control of language</li> </ul>	<b>1 – 3</b>

## 2020 - Reading to Write – Marking Criteria

Mark and Grade	Criteria	Discriminators
<b>Sophisticated</b> <b>A</b> <b>13-15</b> 	<ul style="list-style-type: none"> <li>• Skilfully utilises the forms and features of the narrative text type to effectively communicate ideas.</li> <li>• Shows highly developed ability to use stylistic devices with precision and originality.</li> <li>• Demonstrates sophisticated and sustained ability to draw upon the imagination to transform ideas into a text.</li> <li>• Displays sophisticated control of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Judicious use of technique</li> <li>• Strong mechanics- grammar, punctuation, tense and POV</li> <li>• Sophisticated and judicious use of character and settings</li> <li>• Sophisticated structure</li> <li>• Innovative and engaging concept</li> </ul>
<b>Effective</b> <b>B</b> <b>10-12</b> <b>Effective</b> 	<ul style="list-style-type: none"> <li>• Effectively utilises the forms and features of the narrative text type to communicate ideas.</li> <li>• Shows well developed ability to use stylistic devices with precision and originality.</li> <li>• Demonstrates sustained ability to draw upon the imagination to transform ideas into a text.</li> <li>• Displays effective control of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of technique</li> <li>• Strong mechanics- grammar, punctuation, tense and POV</li> <li>• Effective use of character and settings</li> <li>• Effective structure</li> <li>• Effective and engaging concept</li> </ul>
<b>Sound</b> <b>C</b> <b>7-9</b> <b>Pedestrian</b> 	<ul style="list-style-type: none"> <li>• Utilises the forms and features of the narrative text type to communicate ideas.</li> <li>• Shows satisfactory ability to use stylistic devices with some originality.</li> <li>• Demonstrates sound ability to draw upon the imagination to transform ideas into a text.</li> <li>• Displays sound control of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound use of technique</li> <li>• Minor mechanical errors - grammar, punctuation, tense and POV</li> <li>• Considered use of character and settings</li> <li>• Sound structure</li> <li>• Unclear concept</li> </ul>
<b>Inconsistent</b> <b>D</b> <b>4-6</b> <b>Limited</b> 	<ul style="list-style-type: none"> <li>• Inconsistent use of the forms and features of the text type to communicate ideas.</li> <li>• Shows limited or inconsistent ability to use stylistic devices.</li> <li>• Demonstrates limited ability to draw upon the imagination to transform ideas into a text.</li> <li>• Displays inconsistent expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited use of technique</li> <li>• Increasing mechanical errors - grammar, punctuation, tense and POV</li> <li>• Lack of character and setting development</li> <li>• Limited structure</li> <li>• Unoriginal or unclear concept</li> </ul>
<b>Undeveloped</b> <b>E</b> <b>0-3</b> 	<ul style="list-style-type: none"> <li>• Little recognition of the forms and features of the text type to communicate ideas.</li> <li>• Struggles to use stylistic devices</li> <li>• Demonstrates little if any ability to draw upon the imagination to transform ideas into a text.</li> <li>• Displays poor control of language, expression and form.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of technique</li> <li>• Significant mechanical errors - grammar, punctuation, tense and POV</li> <li>• Lack of character and setting development</li> <li>• No clear structure</li> <li>• Unoriginal or unclear concept</li> </ul>