



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Extension 1
Topic	Literary Worlds
Class Teacher	Mrs Carrusca
Head Teacher	Miss Scott
Year	12
Date Given	Wed Dec 8th 2021
Date Due	Wed Term 1, Week 2
Weighting	30%

Assessment Outline

Stimulus Text:

"I read this book. Then I thought about it. Then I went back and read it again, less thoroughly, with a pen in hand looking to further unpack and appreciate the ideas and self-reflections they provoked in me. It has taken me a long time to get around to declaring this book "finished"; I am sure I will finish it many times more yet never be finished with it. I will revisit it again and again, each time gaining a new and altered appreciation of the minutiae that colours our world, and all its wonders.

- Public review of 'The Art of Travel' by Alain De Botton

"Artistic accounts involve severe abbreviations of what reality will force upon us. A travel book may tell us, for example, that the narrator journeyed through the afternoon to reach the hill town of X and after a night in its medieval monastery awoke to a misty dawn. But we never simply 'journey through an afternoon'. We sit in a train. Lunch digests awkwardly within us. The seat cloth is gray. We look out the window at a field. We look back inside. A drum of anxieties revolves in our consciousness. We notice a luggage label affixed to a suitcase in a rack above the seats opposite. We tap a finger on the window ledge. A broken nail on an index finger catches a thread. It starts to rain. A drop wends a muddy path down the dust-coated window. We wonder where our ticket might be. We look back out at the field. It continues to rain. At last the train starts to move. It passes an iron bridge, after which it inexplicably stops. A fly lands on the window. And still we may have reached the end only of the first minutes of a comprehensive account of the experiences lurking within the deceptive sentence "He journeyed through the afternoon." Which explains the curious phenomenon whereby valuable elements may be easier to experience in art and in anticipation than in reality. The anticipatory and artistic imaginations omit and compress; they cut away the periods of boredom and direct our attention to critical moments, and thus, without either lying or embellishing, they lend to life a vividness and a coherence that it may lack in the distracting wooliness of the present."

"If (literature) had value even when it was experienced by people with no talent, it was because it could catapult us into worlds where we are taught to see: to notice rather than to look. In the process of re-creating with our own hand what lies before our eye, we seem naturally to move from the position of observing beauty, chaos and terror to being thrust into the minutiae of every visible detail, audible sound, and fluctuating emotional pull, unable to escape unless we tear ourselves from the pages on which we bring it to life."

- 'The Art of Travel' by Alain De Botton

**Part A: You are to compose an imaginative piece of writing, 1000 words.
25 Marks (worth 15%)**

Your piece must immerse the reader in a world where they are engaged to 'see' rather than 'look' at a significant idea, experience or issue.

Your piece you will explore and experiment with different ways texts can create literary worlds that engage the reader's imagination and evoke new perceptions. The piece will use language features and forms to communicate specific attitudes and perspectives about an issue, experience or idea.

N.B. You do not have to reference the stimulus; it is a source of inspiration for your own writing.

Part B: Write a critical evaluation of your writing, 1000 words. 25 Marks (worth 15%)

Critically analyse the way in which your creative choices invite readers into your literary world. Explain how the form and language features you've chosen engage your audience in 'seeing' specific attitudes and perspectives about an issue, experience or idea. You should also discuss the purpose of your piece, reflect on the process of writing and how stylistic features of other texts have impacted your creative choice.

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.

Plagiarism:

Plagiarism - the using of 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 a zero award.

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

Outcomes Assessed

EE12- 2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.

EE12- 4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.

EE12- 5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Marking Criteria

Imaginative piece

Criteria	Marks
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<ul style="list-style-type: none"> Composes an imaginative piece that creates a sophisticated literary world to insightfully communicate specific attitudes and perspectives about an issue, experience or idea Masterfully experiments with language forms and features and demonstrates an insightful and sophisticated control of language to express complex ideas with clarity and originality 	21-25
<ul style="list-style-type: none"> Composes an imaginative narrative that creates a highly effective literary world to thoughtfully represent communicate specific attitudes and perspectives about an issue, experience or idea Highly effectively experiments with language forms and features to communicate complex ideas and demonstrates control of language to express complex ideas with clarity and originality 	16-20
<ul style="list-style-type: none"> Composes an imaginative narrative that creates an engaging literary world to represent communicate specific attitudes and perspectives about an issue, experience or idea Experiments with language forms and features to communicate engaging ideas and demonstrates an adequate control of language to express ideas 	11-15
<ul style="list-style-type: none"> Composes an imaginative narrative that attempts to creates a literary world Demonstrates limited control of language to express complex ideas with clarity 	6-10
<ul style="list-style-type: none"> Demonstrates a minimal ability to compose a piece of imaginative writing Demonstrates minimal control of language to express complex ideas with clarity 	0-5

Critical Evaluation

Criteria	Marks
<ul style="list-style-type: none"> Critically evaluates their own writing choices, demonstrating insightful understanding of how they have communicated specific attitudes and perspectives about an issue, experience or idea Provides a fluent and cohesive explanation of their experimentation with language and form and insightfully evaluates the writing process Demonstrates an insightful consideration of the Literary Worlds module 	21-25

<ul style="list-style-type: none"> ▪ Critically evaluates their own writing choices effectively, demonstrating thoughtful understanding of how they have communicated specific attitudes and perspectives about an issue, experience or idea ▪ Provides a fluent and cohesive explanation of their experimentation with language and form and effectively evaluates the writing process ▪ Demonstrates a thoughtful consideration of the Literary Worlds module 	16-20
<ul style="list-style-type: none"> ▪ Evaluates their own writing choices, showing an understanding of how they have demonstrated how they have communicated specific attitudes and perspectives about an issue, experience or idea ▪ Provides an explanation of their experimentation with language and form and evaluates the writing process ▪ Demonstrates an adequate consideration of the Literary Worlds module 	11-15
<ul style="list-style-type: none"> ▪ Attempts to evaluate their own writing choices ▪ Demonstrates limited control of language 	6-10
<ul style="list-style-type: none"> ▪ Little or no evidence ▪ Demonstrates a minimal ability to control language for purpose 	0-5