



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Advanced
Topic	Module C
Class Teacher	Mrs McLennan
Head Teacher	Miss Peasley
Year	12
Date Given	Term 2, Week 3 Wednesday 11/5/22
Date Due	Term 2, Week 6 Tuesday 31/5/22
Weighting	20%

Assessment Outline

The Task:

You have been invited to publish an original piece of writing in an anthology titled "**Orange Young Writers' Showcase: Contemporary Voices and Values**". You've also been asked to write a reflection that outlines your experiences as a composer.

The opening page of the anthology will read (stimulus):

"There are three points of view from which a writer can be considered: they may be considered as a storyteller, as a teacher, and as an enchanter.

To the storyteller we turn for entertainment, for mental excitement of the simplest kind, for emotional participation, for the pleasure of traveling in some remote region in space or time. A slightly different though not necessarily higher mind looks for the teacher in the writer. Propagandist, moralist, prophet – this is the rising sequence. We may go to the teacher not only for moral education but also for direct knowledge, for simple facts... Finally, and above all, a great writer is always a great enchanter, and it is here that we come to the really exciting part when we try to grasp the individual magic of his genius and to study the style, the imagery, the pattern of his novels or poems."

Vladimir Nabokov, 1948

Part A - Sustained Response 20 Marks

Use at least one of the Module C prescribed texts and the stimulus above to inspire an imaginative, discursive, or persuasive piece of writing between 800-1000 words that will be published in the anthology. Your response could take inspiration from the following elements of your chosen prescribed text(s): form, structure, significant features, context, key concepts or purpose

Part B - Reflection 10 Marks

Construct a critical reflection on the process of writing your piece. The reflection should consider the effectiveness of your creative choices and the influence of studying the writing of others. Refer to the prescribed text that inspired Part A and the stimulus. This reflection must not exceed 400 words in length.

Submit to your Google Classroom by 9 am on the due date.

Outcomes Assessed

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Non-completion of Task:

This task will be submitted digitally, therefore absence from school on the day of the task is not grounds for misadventure or an extension unless previously arranged with the Head Teacher English and Deputy Principal. Applications for misadventure or extension will be considered up until the due date, via the process outlined in the Year 12 Assessment Booklet.

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

Plagiarism:

Plagiarism - the using of the work of others without acknowledgement - will incur serious penalties and 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 in the assessment booklet will be followed regarding the non-completion of assessment tasks.

Drafting and submission

A draft must be given to your classroom teacher **no later than Wednesday Week 5, Term 2.**

Classroom teachers will only look at **ONE** draft essay response as per the English Faculty Drafting Policy.

The final submission will be online on your google classroom by 9am on the due date.

PART A CRITERIA

Marking Criteria	
<ul style="list-style-type: none">• Skilfully composes a highly engaging piece of writing that responds to the question with precision and purpose• Crafts a cohesive text that skilfully use a wide range of sophisticated language forms and features to communicate meaning.• Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form	17-20
<ul style="list-style-type: none">• Effectively composes an engaging piece of writing that responds to the question with clarity and purpose• Crafts a well-developed text that effectively use a range of effective language forms and features to communicate meaning.• Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	13-16
<ul style="list-style-type: none">• Adequately composes a sound piece of writing that has some links with the question• Creates a sound text that use a range of language forms and features to communicate meaning to varying degrees of effect.• Demonstrates sound control of language and structure, possibly demonstrating some minor difficulties with expression	9-12
<ul style="list-style-type: none">• Composes a piece of writing that responds to the question simply• Attempts to create a text that use some language forms and features to varying degrees of effect.• Writes with varying control of language, possibly demonstrating recurrent difficulties with expression	5-8
<ul style="list-style-type: none">• Makes little to no attempt to respond to the question• Makes little to no attempt to use language forms and features to create meaning.• Demonstrates little control of language, possibly demonstrating significant, recurrent difficulties with expression	1-4
<ul style="list-style-type: none">• Presents nothing of relevance to the task	0

PART B CRITERIA

Marking Criteria	Mark
<ul style="list-style-type: none"> ● Demonstrates insightful reflection on the critical and creative process, including their increasing confidence and sophisticated writing skills, and how this has developed their awareness of the craft of writing. ● Skillfully explains how a prescribed text and stimulus has influenced the creation of the piece of writing in part (a), using relevant textual references 	9-10
<ul style="list-style-type: none"> ● Demonstrates effective reflection on the critical and creative process, including their increasing confidence and effective writing skills, and how this has developed their awareness of the craft of writing. ● Effectively explains how a prescribed text and stimulus has influenced the creation of the piece of writing in part (a), using relevant textual references 	7-8
<ul style="list-style-type: none"> ● Demonstrates sound reflection on the critical and creative process, including their developing confidence and sound writing skills, and how this has developed their awareness of the craft of writing. ● Explains how a prescribed text and stimulus has influenced the creation of the piece of writing in part (a), using textual references 	5-6
<ul style="list-style-type: none"> ● Demonstrates limited reflection on the critical and creative process, including limited confidence and writing skills, and how this has developed a limited awareness of the craft of writing. ● Refers to the prescribed text and stimulus 	3-4
<ul style="list-style-type: none"> ● Demonstrates basic reflection on the critical and creative process, including a lack of confidence and basic writing skills, and showing little awareness of the craft of writing. 	1-2
<ul style="list-style-type: none"> ● Presents nothing of relevance to the task. 	0