



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

|                      |                                       |
|----------------------|---------------------------------------|
| <b>Subject</b>       | English                               |
| <b>Topic</b>         | Module C: Craft of Writing            |
| <b>Class Teacher</b> | Ms Galiatsatos, Mr Jones & Mr Gilmour |
| <b>Head Teacher</b>  | Miss Peasley                          |
| <b>Year</b>          | Year 12                               |
| <b>Date Given</b>    | Week 4, Term 2                        |
| <b>Date Due</b>      | Week 6, Term 2 – 31/05/2022 – 3:28pm  |
| <b>Weighting</b>     | 20%                                   |

### **Assessment Outline:**

**The Task:** You have been invited to publish an original piece of writing to an anthology titled, “Young Writers’ Showcase: Contemporary Voices”. You’ve also been asked to write a reflection which outlines your experiences as a composer.

### **Part A - Sustained response**

Use at least one of the short, prescribed texts to inspire an imaginative response of between 600-800 words. Your response could take inspiration from the following elements of your chosen prescribed text(s):

- Form
- Structure (chronological; flashback; multiple narrative perspectives etc.)
- Significant features (tone; extended metaphor; rhetoric; point of view etc.)

### **Part B - Reflection**

Explain how one of your prescribed texts from Module C has influenced your writing style in PART A. In your response, focus on the effectiveness of 2 to 3 stylistic or authorial choices you made to successfully convey your ideas with power and precision in Part A. (400 words)

*Submit to your Google Classroom by 3:28pm on the due date.*

**No written drafts will be accepted for this task as teacher feedback will not be available to you in the HSC exam.**

### **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 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.

### **Outcomes Assessed:**

**EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## PART A CRITERIA

| Marking Criteria  | Mark  |
|---|-------|
| <ul style="list-style-type: none"> <li>• Composes a thoughtful and refined response, demonstrating careful consideration of and effective use of language to convey ideas with power and precision</li> <li>• Effectively transfers ideas into new and different contexts by perceptively applying correct form, features and structures suitable to an imaginative response</li> <li>• Thoughtfully draws upon knowledge and understanding of one or more prescribed texts to inspire an original sustained response suitable to audience and purpose</li> </ul> | 13-15 |
| <ul style="list-style-type: none"> <li>• Composes a refined response, demonstrating consideration of and well-developed use of language to convey ideas with power and precision</li> <li>• Competently transfers ideas into new and different contexts by applying correct form, features and structures suitable to an imaginative response</li> <li>• Purposefully draws upon knowledge and understanding of one or more prescribed texts to inspire an original sustained response suitable to audience and purpose</li> </ul>                                | 10-12 |
| <ul style="list-style-type: none"> <li>• Composes a sound response, demonstrating competency in the use of language to convey ideas with some power and precision</li> <li>• Transfers ideas into new and different contexts by applying appropriate form, features and structures suitable to an imaginative response</li> <li>• Draws upon knowledge and understanding of one or more prescribed texts to inspire a sound response suitable to audience and purpose</li> </ul>  | 7-9   |
| <ul style="list-style-type: none"> <li>• Composes a response, demonstrating basic control of language to convey ideas</li> <li>• Demonstrates a basic ability to transfer ideas into new and different contexts by applying some relevant forms, features and structures suitable to an imaginative response</li> <li>• Attempts to draw upon one or more prescribed texts to develop a response with some consideration of audience and purpose</li> </ul>   | 4-6   |
| <ul style="list-style-type: none"> <li>• Composes an elementary response demonstrating a limited control of language</li> <li>• Demonstrates a limited ability to transfer ideas into new and different contexts</li> <li>• Demonstrates a limited consideration of one or more prescribed texts to develop a response</li> </ul>   | 1-3   |
| <ul style="list-style-type: none"> <li>• Non-serious attempt or not submitted.</li> </ul>   | 0     |

## PART B CRITERIA

| Marking Criteria  | Mark |
|---|------|
| <ul style="list-style-type: none"> <li>• Effective analysis of comparative quotes selected from PART A and the prescribed text(s) that demonstrate an enhanced ability to write with power and precision as inspired by the prescribed text(s)</li> <li>• Effective reflection on the purpose of PART A and relevant authorial choices while demonstrating effective control of language appropriate to audience, purpose, context and the reflective form</li> </ul> | 9-10 |
| <ul style="list-style-type: none"> <li>• Competent analysis of comparative quotes/examples selected from PART A and the prescribed text(s) that describe an enhanced ability to write with power and precision as inspired by the prescribed text(s)</li> <li>• Competent reflection on the purpose of PART A and authorial choices while demonstrating competent control of language appropriate to audience, purpose, context and the reflective form</li> </ul>    | 7-8  |
| <ul style="list-style-type: none"> <li>• Discussion of comparative examples selected from PART A and the prescribed text(s) that describe an attempt to write with power and precision as inspired by the prescribed text(s)</li> <li>• Reflection on the purpose of PART A and/or authorial choices while demonstrating satisfactory control of language appropriate to audience, purpose, context and the reflective form</li> </ul>                                | 5-6  |
| <ul style="list-style-type: none"> <li>• Provides examples selected from PART A and/or the prescribed text(s) that describe an attempt to write with power and precision</li> <li>• Mentions the purpose of PART A and/or authorial choices while demonstrating limited control of language appropriate to audience, purpose, context and the reflective form</li> </ul>  | 3-4  |
| <ul style="list-style-type: none"> <li>• Describes PART A and/or the prescribed text(s)</li> <li>• Mentions the writing process while demonstrating basic control of language appropriate to audience, purpose, context and the reflective form</li> </ul>  | 1-2  |
| <ul style="list-style-type: none"> <li>• Non-serious attempt or not submitted.</li> </ul>   | 0    |