Stage 5 Support English

Survival Assessment Task 1

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| **TOPIC**: Common Module – Survival | **MARKS:** /25 |
| **SUBMISSION REQUIREMENTS:** *2-weeks following acknowledgement of Assessment Task* |
| **OUTCOMES TO BE ASSESSED:****EN5-1A** Responds to and **composes** increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.**EN5-3B** Selects and **use** language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.**EN5-9E** Purposefully **reflects** on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness. |
| **DIRECTIONAL VERBS:****Composes**: the shaping and arrangement of textual elements to explore and express ideas, emotions and values.**Use**: employ, to put into practice**Reflect:** examine and consider choices made in the process of composition to assess the connection between learning and thinking  |
| **TASK DESCRIPTION:** **Part A: Creative Writing (15 Marks)****Compose** a piece of imaginative writing based on one of the supplied images.**Part B: Short answer reflection (10 Marks)****Respond** to a series of short answer questions which require you to **reflect** upon the composition process and evaluate your own writing.You will have **2 x 60** **minutes (2 periods)** to complete your **reflective** writing. |
| **ASSESSMENT CRITERIA:****Part A: Creative Writing****Using** one of the images provided, you are to **compose** a piece of imaginative writing, that focuses on an aspect of the survival genre. This could a significant moment or event, part of a story, or the whole of a story. In your creative piece you should:* **Use** one of the images as a starting point to create your imaginative writing.
* **Use** a range of language forms and features to establish setting, plot and character in your response.
* **Use** a range of language form and features to create suspense and tension for the reader, including the creation of imagery using metaphor, simile, personification, symbolism, onomatopoeia, high modality, verbs and adjectives etc
* Write between 300 – 500 words

**Part B: Short answer reflection**You are to **reflect** upon the composition process and evaluate your ability to engage the reader. In this section you will be required to:* Explain how you have **used** one of the images provided as inspiration for your imaginative writing
* Identify language forms and features that you have employed in your own writing and provide textual evidence of these.
* Discuss what you were trying to achieve using these techniques
* Evaluate your ability to establish suspense and tension in your writing.
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| **ASSESSMENT MARKING CRITERIA – PART 1** | **Grade** | **Mark** |
| **Composes** a highly effective piece of imaginative writing, based on a visual stimulus. *The response* ***uses*** *the chosen image as a starting point to create an original and imaginative piece of writing. Setting, plot and characterisation have been developed skilfully. There is a sustained****use****of language forms and features to create suspense and tension. Spelling, punctuation, and grammar are highly effective, including the****use****and correct spelling of difficult and challenging vocabulary, complexity in sentence construction and a wide variety of punctuation.* | **A** | **13-15** |
| **Composes** an effective piece of imaginative writing, based on a visual stimulus. *The response* ***uses*** *the chosen image to create an original piece of writing. Setting, plot and characterisation have been developed effectively. There is effective* ***use*** *of language forms and features to create suspense and tension. There is the correct spelling of a broad range of vocabulary, some complexity in sentence construction and a wide variety of punctuation.* | **B** | **10-12** |
| **Composes** an adequate piece of imaginative writing, based on a visual stimulus. *The response* ***uses*** *the chosen image as a starting point to create an imaginative piece of writing that clearly establishes a sense of setting, plot and characterisation. There is* ***use*** *of language forms and features to create suspense and tension. There is the correct spelling of commonly* ***used*** *vocabulary, and sentence construction and punctuation is overall accurate.* | **C** | **7-9** |
| **Composes** a piece of imaginative writing, based on a visual stimulus. *The response* ***uses*** *the chosen image as a starting point to create a piece of writing that attempts to establish setting, plot and characterisation. There is some attempt to create suspense and tension using language. There is some correct* ***use*** *of common vocabulary, simple sentence construction and basic punctuation.* | **D** | **4-6** |
| Attempts to **compose** a piece of imaginative writing, based on a visual stimulus. *The response shows limited evidence of setting, plot and characterisation. There is limited or no evidence of language used to create tension and suspense. There is limited correct* ***use*** *of common words, simple sentence construction and punctuation.* | **E** | **1-3** |

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| **ASSESSMENT MARKING CRITERIA – PART 2** | **Grade** | **Mark** |
| **Composes** a highly effective **reflection** and evaluation of their imaginative writing, based on the visual stimulus. *The student makes a strong and sustained connection between their response and the stimulus image they chose. In response to the guiding questions, the students makes a detailed explanation of how tension and suspense have been created in their imaginative writing, including the analysis of language forms and features. There is strong textual evidence to support these ideas.* | **A** | **9-10** |
| **Composes** an effective **reflection**, with some **evaluation**, of their imaginative writing based on a visual stimulus. *The student makes a detailed connection between the response and the image they chose. In response to the guiding questions, the student explains how tension and suspense have been created in their imaginative writing, including some analysis of language forms and features. There is relevant textual evidence to support these ideas.* | **B** | **7-8** |
| **Composes** a sound **reflection** and explanation of their imaginative writing, based on a visual stimulus. *In doing this, the student makes a clear connection between their response and the image they chose. In response to the guiding questions, the student makes some attempt to explain how tension and suspense have been created in their imaginative writing, including some explanation of language forms and features. There is sound textual evidence to support these ideas.* | **C** | **5-6** |
| **Composes** a basic **reflection** on their imaginative writing, based on a visual stimulus. *The students make some connection between their response and the image they chose. In response to the guiding questions, the student may identify language forms and features* ***used*** *in their imaginative writing, and may attempt to describe their* ***use****. There is limited textual evidence to support these ideas.* | **D** | **3-4** |
| Attempts to **reflect** on their imaginative writing, based on a visual stimulus. *The student makes little or no connection between their response and the image they chose. In response to the guiding questions, there is a general description of their imaginative writing with little or no textual evidence to support these ideas.* | **E** | **1-2** |