Year 11 English Advanced

Reading to Write Assessment Task 2023

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| **TOPIC**: Common Module: Reading to Write | **MARKS:** 40 |
| **SUBMISSION REQUIREMENTS:** Students are to complete the task during period 3, 8th April 2024 (week 11)  Students will have 55 minutes to complete this task.  5 Minutes reading and 50 minutes writing.   * Students will write this task in class under time constraints in the timetabled lesson on this date. * No notes are allowed on the day. * Failure to submit the task on the scheduled date and time will result in a mark of zero being recorded and an ‘N’ Warning letter issued. Applications for Illness/Misadventure must be completed using the appropriate form from the Assessment Handbook, accompanied with supporting third-party documentation (e.g. a doctor’s certificate). * Students who do not complete the task on the required date and time must complete the task on the next day that they attend school, unless prior arrangements have been made. * A maximum of 1 draft per student may be submitted prior to the assessment task due date. No feedback will be provided after Monday 1st April. Requests for feedback must be in line with Camden High School’s Drafting Policy as outlined in the Year 11 Assessment Booklet. | **WEIGHTING:** 30% |
| **OUTCOMES TO BE ASSESSED:**  EA11-2 Uses and **evaluates** processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.  EA11-3 **Analyses** and **uses** language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.  EA11-5 Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and **compose** texts that synthesise complex information, ideas and arguments  EA11-9 **Reflects** on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner | |
| **DIRECTIONAL VERBS:**  **Evaluate:** Make a judgement based on criteria, determine the value of  **Analyse:** Identify components and the relationship between them; draw out and relate implications  **Use:** Employ, to put into practice  **Reflect**: Process by which students develop an understanding and appreciation of their own learning  **Compose:** Arrangement of textual elements to explore and express ideas, emotions and values | |
| **TASK DESCRIPTION:**  Part A (25 marks): You will be provided with an extract from a previously unseen narrative by Tim Winton. You are to **compose** an imaginative piece of writing which continues the story from where the extract ends. The piece should focus on developing characterisation and mood.  Park B (15 marks): **Reflect** on your own writing in response to the following question:  *How have you* ***used*** *your understanding of Winton’s work in the construction of your own piece of imaginative writing?*  In your response, you should make direct reference to your piece of writing, the extract, and Tim Winton’s ‘Big World’, ‘Damaged Goods’ AND/OR ‘Fog’. | |
| **ASSESSMENT CRITERIA:**  PART A:In your imaginative writing you should:   * **Compose** a piece of creative writing that continues the narrative from where the provided extract ends. * **Use** imaginative and evocative language which evokes a particular mood or atmosphere. * Reflect elements of Winton’s style through developed characterisation * Spend approximately 25-30 minutes writing   PART B: In your reflective writing you should   * **Reflect** on the process of writing, making an **evaluation** of your choices and how they meet the purpose of the written piece. * Make detailed reference, including quotes, to your completed imaginative writing piece, the extract and one of Winton’s stories. * **Analyse** the effect of language features in both texts, and how the choice of language has shaped the meaning of your writing. * **Evaluate** the influence of your study of Winton’s writing on your own composition skills * Spend about 20 – 25 minutes writing   **Because the stimulus for this task is unseen, students will be provided with a ‘like’ task in class to prepare for the assessment and seek feedback prior to completing the task.** | |

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| **Part A: Imaginative writing (EA11-3, EA11-5)** | **Mark** | **Grade** |
| Skillfully **composes** a piece of imaginative writing that accurately reflects the style of Tim Winton. *There is a perceptive focus on characterisation, with confident* ***use*** *of language forms and features to evoke an evident and highly detailed atmosphere/mood. There is excellent control of language through the* ***use*** *of a broad range of techniques and structure that simulates Winton’s style, and this is highly sustained throughout the piece.* | 21-25 | A |
| Effectively **composes** a piece of imaginative writing that accurately reflects the style of Tim Winton. *There is a well-developed focus on characterisation, with consistent* ***use*** *of language of forms and features to evoke an evident and detailed atmosphere/mood. There is effective control of language through the* ***use*** *of a range of techniques and structure that simulates Winton’s style, although some aspects of the writing may lack detail and/or depth.* | 16-20 | B |
| **Composes** a piece of imaginative writing that reflects the style of Tim Winton. *There is a sound focus on characterisation, with* *some language forms and features* ***used*** *to evoke an evident atmosphere/mood. There is steady control of language through the attempt to* ***use*** *a range of techniques and structure that simulates Winton’s style, and although this is evident in the piece, it may not be sustained throughout.* | 11-15 | C |
| **Composes** a piece of imaginative writing that attempts to reflect the style of Tim Winton. *There is a basic focus on characterisation*, *but focuses on description rather than atmosphere/mood. Character and plot have become a more evident focus throughout the piece. There is inconsistent control of language, with only minimal evidence of the* ***use*** *of techniques and structure that simulates Winton’s style.* | 6-10 | D |
| **Composes** a piece of imaginative writing has a limited connection to the work of Tim Winton. *There is an attempt to describe characters, but may rely heavily on elements of plot to complete the task. There is poor control of language, with no real evidence of the* ***use*** *of techniques and structure that simulates Winton’s style.* | 1-5 | E |

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| **Part B: Reflection (EA11-2, EA11-9)** | **Mark** | **Grade** |
| Skillfully **reflects** on and **evaluates** their own learning while connecting their work to that of Tim Winton. *The reflection statement makes strong and sustained connections between the student’s imaginative writing and the work they were emulating, particularly with reference to Tim Winton’s use of language forms and features to create engaging, complex characters and effective mood. There is detailed textual detail within the reflection statement.* | 13-15 | A |
| Effectively **reflects** on and **evaluates** their own learning while connecting their work to that of Tim Winton. *The reflection statement makes clear connections between the student’s imaginative writing and the work they were emulating, particularly with reference to Tim Winton’s use of language forms and features to create engaging, complex characters and effective mood. There is relevant textual detail within the reflection statement.* | 10-12 | B |
| **Reflects** on and **evaluates** their own learning while connecting their work to that of Tim Winton. *The reflection statement makes some connections between the student’s imaginative writing and the work they were emulating, particularly with reference to Tim Winton’s use of language forms and features to create engaging, complex characters and effective mood. There is some textual detail within the reflection statement.* | 7-9 | C |
| Makes some attempt to **reflect** on and **evaluate** their own learning while making basic connections between their work and that of Tim Winton. *The reflection statement makes little connection between the student’s imaginative writing and the work they were emulating, particularly with reference to Tim Winton’s use of language forms and features to create engaging, complex characters and effective mood. There is limited textual detail within the reflection statement.* | 4-6 | D |
| Attempts to **reflect** on and **evaluate** their own learning while making no real connections between their work and that of Tim Winton. *The reflection statement makes very little connection between the student’s imaginative writing and the work they were emulating, particularly with reference to Tim Winton’s use of language forms and features to create engaging, complex characters and effective mood. There is little textual detail within the reflection statement.* | 1-3 | E |