Year 12 English Extension 1

Common Module - ‘Literary Worlds’ -Assessment Task 1: 2023

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| **TOPIC**: Common Module: Literary Worlds  Creative Writing and Reflection | **MARKS:** Part A /30  Part B /30 |
| **SUBMISSION REQUIREMENTS:**  **Task is to be submitted on Canvas at the beginning of the timetabled lesson on by Tuesday 7th February, 2023.**  The task will need to be submitted in two (2) separate parts, Part A and Part B.   * Failure to submit the task on the scheduled date and time will result in a mark of zero being recorded and an ‘N’ Award 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 submit the task on the required date and time must submit the task on the next day that they attend school, unless prior arrangements have been made. * As per the Senior Assessment Procedures, “Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 calendar days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.” * It is the student’s responsibility that the submitted file can be opened. | **WEIGHTING:**  30% |
| **OUTCOMES TO BE ASSESSED:**   * EE12-2 – Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different audiences, purposes 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. | |
| **DIRECTIONAL VERBS:**  **Experiment (compose) –** Apply knowledge and skills creatively and critically; to use language, form, mode and medium to express ideas, values and opinions in innovative and meaningful ways.  **Analyse** - Identify components and the relationship between them; draw out and relate implications  **Critically (analyse/evaluate**) -Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)  **Evaluate (reflect on)** - Make a judgement based on criteria; determine the value of | |
| **TASK DESCRIPTION:**  **Part A**: You are to **compose** a creative piece of writing inspired by the fictional texts and concepts relating to the idea of Literary Worlds – you may choose from Ancient & Medieval, Romanticism, Victorian-Edwardian, Modernism, Post-Modernism or any other area of focus.  **Part B**: **Compose** a reflective piece of writing, making reference to how the texts under the banner of ‘Literary Worlds’ have inspired you and influenced the direction and creative choices used in your piece. | |
| **ASSESSMENT CRITERIA:**  **Part A**: You are to **compose** a creative piece of writing inspired by the texts and concepts relating to the idea of ‘Literary Worlds’.  •Your composition should be approximately 1,000 to 1,500 words.  •Your composition should be inspired by the fictional texts and concepts relating to the idea of ‘Literary Worlds’ and demonstrate your understanding of the concepts addressed.  •Specific focus should be given to the creation of the following elements: world creation, character voice, descriptive writing, plot development and form.  **Part B**: **Compose** a reflective piece of writing, making reference to how texts under the banner of ‘Literary Worlds’ have inspired you and influenced the direction and creative choices used in your own composition.  •Your reflection should be approximately 750 – 1,000 words,  •You should **critically evaluate** how the texts have inspired you and influenced the direction and creative choices used in your reflection. Close reference should be made to the texts you have used to inspire your own writing, along with any other critical readings used to inform your writing.  •You should reflect on and **evaluate** the development of your conceptual understanding and the independent writing and creative processes. | |

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| **ASSESSMENT MARKING CRITERIA** | | |
| * **Part A – Creative Writing Outcomes:** EE12-2 | **Mark** | **Grade** |
| **Composes** a highly engaging, perceptive, and sustained piece of creative writing. *The student creates a distinct Literary World through the crafting of a sustained narrative which demonstrates skilful understanding of complex concepts such as context and the creation of literary worlds. The written piece demonstrates skilful development of world creation, character voice, descriptive writing, plot development and form. The language used is highly effective and appropriate - showing an insightful understanding of narrative structure and devices, purpose, audience and form.* | 25-30 | A |
| **Composes** an engaging, thoughtful, and sustained piece of creative writing. *The student creates a distinct Literary World through the crafting of a sustained narrative which demonstrates comprehensive understanding of complex concepts such as context and the creation of literary worlds. The written piece demonstrates highly effective development of world creation, character voice, descriptive writing, plot development and form. The language used is effective and appropriate - showing a thoughtful understanding of narrative structure and devices, purpose, audience and form.* | 19-24 | B |
| **Composes** an engaging and sustained piece of creative writing. *The student creates a Literary World through the crafting of a sustained narrative which demonstrates a sound understanding of complex concepts such as context and the creation of literary worlds. The written piece demonstrates considerable development of world creation, character voice, descriptive writing, plot development and form. The language used is mostly effective and appropriate - showing a sound understanding of narrative structure and devices, purpose, audience and form.* | 13-18 | C |
| **Composes** a basic piece of creative writing. *The student creates a limited Literary World through the crafting of a narrative which may demonstrate some knowledge of context and the creation of literary worlds. The written piece demonstrates limited development of world creation, character voice, descriptive writing, plot development and form. The language used is limited and not always appropriate - showing limited understanding of narrative structure and devices, purpose, audience and form.* | 7-12 | D |
| **Attempts to compose a** piece of creative writing. *The student attempts to create a Literary World through the crafting of a basic narrative. The written piece demonstrates basic control of one or more of the following: world development, character voice, descriptive writing, plot development and form. The language used is basic and variable - showing basic understanding of narrative structure and devices, purpose, audience and form.* | 1-6 | E |

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| **ASSESSMENT MARKING CRITERIA** | | |
| * **Part B –Critical Reflection Outcomes:** EE12-4,EE12-5 | **Mark** | **Grade** |
| Demonstrates a sophisticated **reflection** of the influences on the writing process and the final independent composition. *The student* ***critically analyses*** *the development of their conceptual understanding through a sophisticated* ***evaluation*** *of the texts that have inspired and influenced the direction of their composition. There is an insightful* ***reflection*** *of the independent writing and creative processes with a highly detailed discussion of intended purpose, audience, and the challenges faced during the writing process.* | 25-30 | A |
| Demonstrates a highly detailed **reflection** of the influences on the writing process and the final independent composition. *The student* ***critically analyses*** *the development of their conceptual understanding through a skilful* ***evaluation*** *of the texts that have inspired and influenced the direction of their composition. There is a highly detailed* ***reflection*** *of the independent writing and creative processes with a detailed discussion of intended purpose, audience, and the challenges faced during the writing process.* | 19-24 | B |
| Demonstrates a sound **reflection** of the influences on the writing process and the final independent composition. *The student* ***critically analyses*** *the development of their conceptual understanding through a sound* ***evaluation*** *of the texts that have inspired and influenced the direction of their composition. There is a sound* ***reflection*** *of the independent writing and creative processes with a discussion of intended purpose, audience, and the challenges faced during the writing process.* | 13-18 | C |
| Demonstrates a limited **reflection** of the influences on the writing process and the final independent composition. *The student may attempt to* ***analyse*** *the development of their conceptual understanding through a limited* ***evaluation*** *of the texts that have inspired and influenced the direction of their composition. There may be some* ***reflection*** *of the independent writing and creative processes with a limited discussion of intended purpose, audience, and the challenges faced during the writing process.* | 7-12 | D |
| Demonstrates an elementary ability to **reflect on** the influences on the writing process and the final independent composition. *The student may attempt to explain the development of their conceptual understanding through a basic* ***evaluation*** *of the texts that have inspired and influenced the direction of their composition. There may be an attempt at* ***reflection*** *of the independent writing and creative processes with a basic discussion of intended purpose, audience, and the challenges faced during the writing process.* | 1-6 | E |