



Stage 5 Support English Survival Assessment Task 1

TOPIC: Common Module – Survival

MARKS: /25

SUBMISSION REQUIREMENTS:

Students are to complete the task *2-weeks following acknowledgement of Assessment Task*
A maximum of 1 draft per student may be submitted prior to the assessment task due date.

OUTCOMES TO BE ASSESSED:

EN5-ECA-01 **crafts** personal, creative and critical texts for a range of audiences by experimenting with and **controlling** language forms and features to shape meaning.

EN5-ECB-01 uses processes of planning, monitoring, revising and **reflecting** to purposefully develop and refine composition of texts

DIRECTIONAL VERBS:

Craft: to make or produce with care, skill, and for a particular purpose.

Control: maintain influence or authority over

Reflect: examine and consider choices made in the process of composition in order to assess the connection between learning and thinking

TASK DESCRIPTION: **Reflect** on one piece of imaginative writing **crafted** by you in English in the unit 'Survival: Writing for Your Life.' In your **reflective** writing you will need to respond to the following questions:

1. Explain the purpose of your imaginative writing (In your answer, consider the intended impact on the reader).
2. Analyse how you have used language forms and features to create a threatening/engaging atmosphere in your writing.
3. To what extent have mentor texts shaped your writing?
4. How have you used drafting and editing to improve your writing?

You will have **2 x 60 minutes (2 periods)** to complete your **reflective** writing.

Students are permitted to bring a copy of their imaginative writing and their Survival resource booklet into the assessment. Your imaginative writing must be handed in with the task. It is not marked but your teacher may need to refer to this whilst marking your **reflective** writing.

ASSESSMENT CRITERIA:

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 textual evidence (quotes), to your completed imaginative writing piece and mentor texts.
- Demonstrate **control** of language by using appropriate terms and formal language.
- Refer to the guiding questions (these will be provided for you on the day).

You may use the sentence starters below to guide your response.

1. Explain the purpose of your imaginative writing. (in your answer, consider the intended impact on the reader)

The purpose of my imaginative writing was to show the reader...

I wanted the reader to feel/imagine/think...

2. Analyse how you have used language forms and features to create a threatening atmosphere in your writing.

One language technique I have used in my creative writing is ... in the sentence "..."

When using this technique, I wanted to show the reader...

I believe this contributes to the threatening atmosphere of my response because...

Another technique I have used in my response is ... in the phrase "..."

The intended effect of this technique is to...

Using this technique allows the reader to imagine/understand/feel...

3. To what extent have mentor texts shaped your writing?

I have used an extract from ... to improve the way I write about suspenseful situations. I believe this is a good mentor text because...

[Author's name] creates a threatening and tense atmosphere in the quote, "...". Here he/she uses the technique to show the reader...

Another example is "...", which uses ... to enhance...

Overall, [Author's name] writing has helped me improve my own creative writing by...

4. How have you used drafting and editing to improve your writing?

When drafting my imaginative piece, I made changes such as...

This has improved the quality of my writing as...

ASSESSMENT MARKING CRITERIA	Grade	Mark
<p>Crafts a highly effective reflection and evaluation of a piece of imaginative writing based on the Survival: Writing for your Life unit. <i>The student clearly examines their choices made in the process of composition and how purposefully they have met the requirements of the creative task. In response to the guiding questions, the student makes a detailed explanation of how tension, atmosphere and suspense have been created in their imaginative writing, through the use and detailed analysis of language forms and features. There is strong textual evidence from the student's creative writing and mentor texts to support the reflection. There is complex control of language appropriate to context, audience and purpose.</i></p>	A	21-25
<p>Crafts an effective reflection, with some evaluation, of a piece of imaginative writing based on the Survival: Writing for your Life unit. <i>The student examines their choices made in the process of composition and discussed how they have met the requirement of the creative task. In response to the guiding questions, the student makes some effort to explain how tension, and suspense have been created in their imaginative writing, through the use and analysis of language forms and features. There is relevant textual evidence from the student's creative writing and mentor texts to support the reflection. There is control of language appropriate to context, audience and purpose.</i></p>	B	16-20
<p>Crafts a sound reflection and explanation of their imaginative writing, based on the Survival: Writing for your Life unit. <i>The student explains their creative choices and how this works to meet the requirements of the creative task. 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 from both the student's own work and mentor texts. Appropriate and mostly consistent use of language appropriate to context, audience and purpose.</i></p>	C	10-15
<p>Crafts a basic reflection on their imaginative writing, based on the Survival: Writing for your Life unit. <i>The student somewhat explains their creative choices. 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. Some control of language appropriate to context, audience and purpose, however there are inconsistencies or errors.</i></p>	D	5-9
<p>Attempts to reflect on their imaginative writing, based on the Survival: Writing for your Life unit. <i>The student makes little or no attempt to explain their creative choices. 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. No reference is made to mentor text. Limited control language appropriate to context, audience and purpose.</i></p>	E	0-4