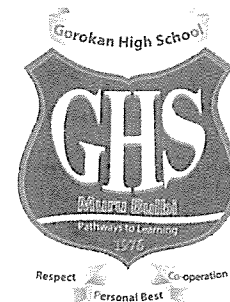


Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



Faculty: English	Course: English Advanced.	Time allowed: 50 Minutes in class.
Teacher: Mr Andrews.		Email: Ryan.Andrews24@det.nsw.edu.au
Task number: 1	Title: Imaginative Response.	
Year: 11.	Due date: 29/3/2023 – Wed, Week 9.	Weighting: 30%

Syllabus outcomes assessed:

- **EA11-1** – Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- **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.
- **EA11-4** – Strategically uses knowledge skills and understanding of language concepts and literary devices in new and different contexts.

21st Century and employment related skills:

<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	Use of technology
<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Self-reflection and refinement
<input checked="" type="checkbox"/>	Creativity	<input type="checkbox"/>	Problem Solving
<input type="checkbox"/>	Collaboration	<input type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising	<input type="checkbox"/>	Cross-Cultural Understanding

Task description:

Compose a piece of imaginative writing from the point of view of either Keller, Mrs Crabbe or Mr Crabbe based on an event or moment in the novel that resonates with you.

You must ensure you maintain a clear sense of the character that has been established in the novel. You are encouraged to explore the complexities of the characters in the novel, providing a deeper understanding of their nature and motivations.

Your response must be based on the prescribed text studied in class:
Maestro by Goldsworthy

You should consider the following:

- the precision and effectiveness of your own language choices in the composition of texts
- experimentation with narrative voice and various narrative devices such as; allusion, imagery, characterisation, tone, suspense, inference and dialogue

You will be allocated **two** periods in class, decided by your classroom teacher, to draft your response. You will **NOT** be provided with any teacher feedback during this time of drafting. Peer editing is allowed and encouraged. *The drafting process is intended to help you prepare for the assessment task; however, the draft cannot be taken into the assessment period.*

The feedback policy is as follows:

1. You are allowed ONE piece of written feedback provided by your classroom teacher.
2. You are allowed ONE verbal discussion with the classroom teacher to clarify any further questions.

Feedback can be given up until Thursday 23rd of March.

Assessment criteria:

You will be assessed on your ability to **write imaginatively using the prescribed text studied in class.**

Method of task submission:

- Task to be completed in class on the due date.

Marking guidelines:

Grade	Descriptor	Mark
A	<ul style="list-style-type: none"> ● Composes a highly-engaging piece of original imaginative writing ● Skilfully explores an alternate point of view, making explicit connections to the text. ● Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form 	
B	<ul style="list-style-type: none"> ● Composes an engaging piece of original imaginative writing ● Effectively explores an alternate point of view, making explicit connections to the text. ● Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form 	
C	<ul style="list-style-type: none"> ● Composes a piece of an original imaginative writing ● Adequately explores an alternate point of view, making explicit connections to the text. ● Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form 	
D	<ul style="list-style-type: none"> ● Composes a limited imaginative response ● Attempts to explore an alternate point of view, making some connections to the text. ● Demonstrates limited control of language and structure appropriate to audience, purpose, context and selected form 	
E	<ul style="list-style-type: none"> ● Composes an elementary response ● Demonstrates elementary control of language and structure appropriate to audience, purpose, context and selected form 	
N (Stages 5 and 6)	<ul style="list-style-type: none"> ● Non-Attempt. 	