

# Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



Faculty: English	Course: English Extension 1.	Time allowed: Hand in task
Teacher: Ryan Andrews		Email: Ryan.Andrews24@det.nsw.edu.au
Task number: 1	Title: Imaginative Response with Reflection	
Year: 12	Due date: 22/02/2024	Weighting: 30%

## Syllabus outcomes assessed:

**EE12-2** Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

**EE12-5** Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## 21<sup>st</sup> 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:

There are two (2) parts to this task:

### Part 1:

Select a piece of writing to use as your stimulus. It can be between 200-600 words in length and must come from a text that would be considered worthy of study in English Extension 1. It must come from a prose fiction text and could be an extract from a novel or a short story.

Use your selected extract as a stimulus and compose a piece of sustained imaginative writing in which you create a clear sense of place and context. (1000 words)

You may approach this in a variety of ways, including writing an opening, a latter extract or continuing from where the stimulus extract left off.

Your response should draw on your knowledge and understanding of the module Literary Worlds.

### Part 2:

Annotate and critically analyse your narrative. There is no word limit for part 2.

- You must annotate and analyse your use of literary techniques and their intended effect.
- Compose three paragraphs that critically analyse the way in which your creative choices invite the reader into your literary world and explain how these choices borrow or diverge from the stylistic features of your stimulus.

**Assessment criteria:**

You will be assessed on your ability to:

- demonstrate an understanding of the ideas and values of Literary Worlds and how they are shaped and reflected in texts
- craft a sustained composition appropriate to the question demonstrating control of the use of language

**The feedback policy is as follows:**

- You are allowed ONE piece of written feedback provided by your classroom teacher.
- You are allowed ONE verbal discussion with the classroom teacher.

*Final date for feedback is three (3) school days before the assessment task is due. Final date for feedback is Monday 19/2/2024 at 2.30 pm.*

**Method of task submission:**

Email to [Ryan.Andrews24@det.nsw.edu.au](mailto:Ryan.Andrews24@det.nsw.edu.au) or submit a hardcopy by 2.30pm on 22.2.2024.

**Marking guidelines:**

Grade	Descriptor	Mark
A	<ul style="list-style-type: none"> <li>• Skilful stimulus selection and sophisticated ability to use the stimulus to shape a sustained imaginative response that creates a clear sense of place and context</li> <li>• Sophisticated ability to use and evaluate literary techniques within own composition.</li> <li>• Sophisticated ability to critically evaluate own creative choices with insightful consideration of the Literary Worlds module</li> <li>• Demonstrates insightful and sophisticated control of language to express complex ideas with clarity and originality, in a style and form highly appropriate to purpose, audience and context.</li> </ul>	A 17-20
B	<ul style="list-style-type: none"> <li>• Effective stimulus selection and well-developed ability to use the stimulus to shape a sustained imaginative response that creates a clear sense of place and context</li> <li>• Well-developed ability to use and evaluate literary techniques within own composition.</li> <li>• Well-developed ability to critically evaluate own creative choices with clear consideration of the Literary Worlds module</li> <li>• Demonstrates a well-developed control of language to express ideas with clarity and originality, in a style and form appropriate to purpose, audience and context.</li> </ul>	B 13-16
C	<ul style="list-style-type: none"> <li>• Appropriate stimulus selection and sound ability to use the provided stimulus to shape an imaginative response that creates a sense of place and context</li> <li>• Sound ability to use and evaluate literary techniques within own composition.</li> <li>• Sound ability to critically evaluate own creative choices with consideration of the Literary Worlds module</li> <li>• Demonstrates a sound control of language to express ideas with clarity, in a style and form appropriate to purpose, audience and context.</li> </ul>	C 9-12
D	<ul style="list-style-type: none"> <li>• Limited ability to select stimulus and create imaginative response with a limited sense of place and context</li> <li>• Limited ability to use and evaluate literary techniques within own composition.</li> <li>• Limited ability to critically evaluate own creative choices with variable consideration of the Literary Worlds module</li> <li>• Demonstrates limited of language to express ideas, in a style and form with varied awareness of the purpose, audience and context</li> </ul>	D 5-8
E	<ul style="list-style-type: none"> <li>• Inappropriate stimulus selection minimal ability to use the stimulus to shape an imaginative response with little or no consideration of place and context</li> <li>• Minimal ability to use and evaluate literary techniques within own composition.</li> <li>• Minimal ability to evaluate own creative choices with no consideration of the Literary Worlds module</li> <li>• Demonstrates minimal control of language to express ideas, with little awareness of purpose, audience and context.</li> </ul>	E 1-4
N (Stages 5 and 6)		N