



## Task 1: Common Module-Reading to Write *Creative and Reflective Task*

**Due Date:** Week 10B Tuesday 2nd April Period 2

**Task Distributed:** Friday 15th March, 2024  
**Task Type:** Creative and Reflective Task  
**Outcomes:** EA11.1, EA11.4, EA11.5 and EA11.9

**Unit:** Common Module- Reading to Write  
**Task Weighting:** 30%

### Task Description

#### **PART A- Imaginative Response**

You are to compose an engaging piece of imaginative writing that engages with how authors craft meaningful stories. You are to use the following stimulus as a basis for your writing-

***When we listen to a truthful story, we are taken on a journey, and in that journey it is our own story we hear within it.***

- Chip Richards.

There will be an opportunity to start this narrative in class, but you will need to continuously work to craft and refine this piece both inside and outside of lessons. Students will be allocated **TWO TIMETABLED** lessons in **Week 8** where they will be able to seek verbal feedback from their teacher, and to workshop and edit their imaginative piece.

On the date of the assessment task, there is an option to, and students will be permitted to bring up to 300 typed words of the orientation of this imaginative response into the in-class examination, as a support to your completion of this task. On the day, you will continue with and finish your imaginative piece.

In producing your piece of writing, you need to:

1. Use the language devices, characterisation OR ideas from your prescribed texts set for study. You should use a minimum of TWO features from TWO different prescribed texts
2. Integrate the **stimulus provided**
3. Include other devices and stylistic features utilised within formative tasks or lessons starters (optional)

Please see the list of chosen devices below to help you:

- *Sky High* - extended metaphor, sensual imagery, nostalgic anecdote
- *All the World's a Stage* - extended metaphor
- *Chapter 2- The Handmaid's Tale*- genre, atmosphere and diction

Your imaginative piece should be a **minimum of 600 words** in length (total) and be **no more than 900 words**. You will be given **25 minutes** of the timetabled lesson to complete this.

#### **PART B- Reflection Response**

For your imaginative piece (Part A), you need to write a personal reflection (**400-600 words**) in which you address the following-

***Reflect upon the steps you took to create your piece of writing, outlining the creative choices you made. In your response, you need to make reference to TWO different prescribed texts and your incorporation of the stimulus provided.***

You will be given **20 minutes** of the timetabled lesson to complete this.

## NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

**Apply:** Use, utilise, employ in a particular situation

**Compose:** Write or create a text

**Create:** Produce a text using all of the appropriate conventions

**Experiment:** Implement the ideas or skills you have learnt into your own text

**Reflect:** To deeply consider your own learning

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

**BOTH PARTS** of this assessment task (the imaginative and reflection) are to be completed in class on **Tuesday the 2nd of April (Period 2)**.

A hard copy of the opening 300 words you wish to bring into the assessment as support **MUST** be sighted by your English teacher in the lesson prior to the task. If students bring in work that shows any difference or deviation of these 300 words that have already been sighted, to what is brought in as support on the day of the assessment, this will be removed from the examination.

The 300 word orientation will not be marked, but is an opportunity for you to have support during this assessment.

Use the following checklist to guide your preparation, completion and submission of this task.

- I have considered the features and structures of my TWO chosen prescribed texts and chosen features from both texts with which I will experiment and mimic.
- I have discussed my orientation for my response with my teacher and sought clarification on my writing during TWO TIMETABLED lessons in Week 8 of Term 1 in preparation for this task.
- I have proof-read my work and made appropriate edits.
- I have a hard copy ready to use in class during **Period 2 on Tuesday 2nd April**.
- I have attended my timetabled lesson in which to work on BOTH parts of the assessment task. I have also filled in a Student Assessment Declaration (see attached)

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students on their return to school in Week 2 of TERM 2 2024.
- At this time feedback including information on how to improve will be provided through marking criteria and a general comment.
- Students can clarify or seek further feedback by speaking with their teacher.

Students will be required to complete a self-reflection worksheet at the time they receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

## How does this link to my learning?

This task will provide students the opportunity to engage with a variety of texts to shape their creative writing and then they are able to reflect on their process of writing. This task helps to prepare students with the critical and evaluative thinking skills necessary in their HSC and future endeavours, while helping to foster their creative thinking skills.

This task also relates to the following Semester One Reporting Outcome:

1. *Engages in the process of writing through a writing experimentation and reflection in relation to TWO prescribed texts.*

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures. Failure to submit this task by the time and date specified can result in a zero mark. To avoid a zero mark being awarded, any absence and non submission must be supported by valid misadventure/illness documentation as outlined in the Year 11 Assessment Guide. Students should access this guide for more information.

### Year 11 English **ADVANCED**: Assessment Task 1- MARKING GUIDELINES

<b>PART A: Imaginative Piece</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>Effectively composes a piece of writing that develops ONE idea about the stimulus</li> <li>Effectively crafts an engaging piece of writing using a range of language devices or stylistic features evident in the prescribed texts</li> <li>Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	<b>A</b> <b>13-15</b>
<ul style="list-style-type: none"> <li>Competently composes a piece of writing that develops ONE idea about the stimulus</li> <li>Competently crafts an engaging piece of writing using a range of language devices or stylistic features evident in the prescribed texts</li> <li>Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	<b>B</b> <b>9-12</b>
<ul style="list-style-type: none"> <li>Composes a piece of writing that explores ONE idea about the stimulus</li> <li>Uses some language devices or stylistic features to create a piece of writing evident in the prescribed texts</li> <li>Demonstrates some control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	<b>C</b> <b>5-8</b>
<ul style="list-style-type: none"> <li>Attempts to compose a piece of writing that has some relevance to the question</li> <li>Demonstrates limited control of language</li> </ul>	<b>D</b> <b>1-4</b>

<b>PART B: Reflection</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>Competently explains the creative decisions made to compose the piece of writing in part (a)</li> <li>Competently explains how the prescribed texts have influenced the creation of the piece of writing in part (a), using relevant textual references</li> <li>Demonstrates competent control of language</li> </ul>	<b>A</b> <b>9-10</b>
<ul style="list-style-type: none"> <li>Explains the creative decisions made to compose the piece of writing in part (a)</li> <li>Explains how the prescribed texts have influenced the creation of the piece of writing in part (a), using appropriate textual references</li> <li>Demonstrates adequate control of language</li> </ul>	<b>B</b> <b>7-8</b>
<ul style="list-style-type: none"> <li>Describes some creative decisions made to compose the piece of writing in part (a)</li> <li>Describes how the prescribed text(s) has influenced the creation of the piece of writing in part (a)</li> <li>Demonstrates some control of language</li> </ul>	<b>C</b> <b>5-6</b>
<ul style="list-style-type: none"> <li>Provides some relevant information about the piece of writing in part (a) and/or a prescribed text</li> </ul>	<b>D</b> <b>3-4</b>
<ul style="list-style-type: none"> <li>Provides limited information about the piece of writing in part (a) and/or a prescribed text</li> </ul>	<b>E</b> <b>1-2</b>

**TOTAL**                      **/25**