



Year 11 English Standard 2024

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

Due Date: Tuesday 2nd of April, 2024 (period 2 in class)

Task Distributed: Friday 15th of March 2024

Unit: Common Module- Reading to Write

Task Type: Creative and Reflective Task

Task Weighting: 30%

Outcomes: EA11.1, EA11.4, EA11.5 and EA11.9

Task Description

Students are to plan a narrative arc in their allocated English periods in response to the following stimulus:

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.

Two to three lessons will be dedicated to workshop, edit and complete this plan.

IMAGINATIVE RESPONSE

In the allocated assessment period, students will compose an imaginative piece of writing and reflection that actively explores the importance of stories using this pre-prepared plan. Students will be permitted to bring a handwritten hard copy ONLY of the narrative arc plan (attached to this Assessment Notification) that has been checked off by their classroom teacher in the lesson before the examination.

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 ONE feature from ONE prescribed text.
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* - sensory language, extended metaphor, changes in tense
- *Anthem for Doomed Youth* - juxtaposition, zoomorphism, religious imagery, metaphor, personification
- *Fish Cheeks* - sensory language, transitions, narrative voice

You will have approximately **30 minutes** of the lesson to complete this component of the task. Your response should be two pages in length (hand written).

REFLECTION

For your imaginative piece, you need to write a REFLECTION in which you address the following:

- Examine the steps you took to create your piece of writing, outlining the creative choices you made.
- The strengths of your writing and areas of improvement
- Explanation of how the texts and composers studied in class influenced your piece of writing (E.g. Did you adopt a specific composer's style of writing and why? What did you mimic, and for what effect?)
- Explanation of the language forms and features which are used to create meaning in your piece of writing.

You will have approximately **15 minutes** of the lesson to complete this component of the task.

You need to have finalised your narrative arc writing plan to be sighted by your classroom teacher by the lesson prior to the assessment taking place.

Important information:

- Each piece of original writing **MUST** display inspiration from **ONE** text studied in class. The choice of devices you have utilised needs to be made clear in your reflection.
- Students will be able to reshape previous class pieces for this task, or use class writing activities as inspiration for the use of various figurative devices and conceptual ideas.

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

Discuss: Identify issues and provide points for and/or against

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)**. The narrative arc plan will be sighted by your English classroom teacher on **Thursday 28th of March (Period 1)**. The narrative arc 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 discussed my plan for my response with my teacher to ensure that it meets the requirements of the task and this level of study.
- I have considered the features and structures of **ONE** chosen prescribed text and chosen features from the text with which I will include in my own writing.
- I have sought appropriate feedback on my narrative arc during the designated planning lessons to help prepare for this in-class assessment task.

Written feedback on plans WILL NOT be provided on complete pieces of work. Verbal feedback will be given to students as they plan their assessment task in the designated class time.

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?

In this module, you have undertaken the intensive and close reading of quality texts from a variety of modes and media. In doing so, you have developed the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

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 ONE prescribed text.*

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 Standard

Assessment Task 1- MARKING GUIDELINES

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

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

TOTAL /20

Student Name: _____

Narrative Arc Planning Scaffold

Please note that this scaffold is to be handwritten and shown to your English classroom teacher before the assessment task.

<p>Exposition: <i>Questions to consider: Who is the main character? Provide details on the character's background. Where is the setting?</i></p>	
<p>Rising Action: <i>Questions to consider: What is the inciting incident of the story?</i></p>	
<p>Climax: <i>Questions to consider: What will be the most interesting aspect of the plot? What will be the most suspenseful moment for the character?</i></p>	
<p>Falling Action: <i>Questions to consider: How does the character begin to fix the conflict?</i></p>	
<p>Resolution: <i>Questions to consider: How is the conflict resolved? (this is optional as there does not need to be a fixed resolution)</i></p>	