

Year 12 English Advanced

Task 3 Craft of Writing: *The Writing Process*

Due Date: Friday 17th May 2024 (Period 2)

Task Distributed: Friday 3rd May 2024

Unit: Module C: *Craft of Writing*

Task Type: In-Class Response

Task Weighting: 20% (20 total marks)

Outcomes: EA12-4, EA12-5, EA12-8

Task Description

Students are to produce *a piece of original written work* in response to a HSC style question that reflects the knowledge, skills and understanding gained throughout their HSC course and specifically Module C: Craft of Writing (C.o.W). Students will need to develop original composition in response to a given stimuli, and will also be required to complete reflection question based on their own composition.

Students are to compose a piece of writing that can be either **persuasive** or **discursive**. This piece of writing will be completed in class in exam conditions on Friday 17th May period 2, and will be in response to an unseen stimulus.

With the stimuli provided, there is a reflection question where students will be required to address HOW they constructed compositions relating to the texts studied across Module C.

Students will have **40 minutes** to complete both the persuasive/discursive response and the reflection.

To effectively engage in the writing process, there will be ONE draft permitted for this task. Students are encouraged to utilise feedback from class and formative tasks in the development of this response.

The composition of the persuasive OR discursive piece and the reflection will **total 20 marks** (10 marks each). This reflects one of the typical marking structures of the HSC examination for Module C.

NESA Glossary of Key Words

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

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

- APPRECIATE – Make a judgement about the value of
- DEMONSTRATE - Show by example
- COMPOSING - This is the activity that occurs when students produce written, spoken or visual texts. Composing typically involves:
 - the shaping and arrangement of textual elements to explore and express ideas, emotions and values
 - the processes of imagining, organising, analysing, drafting, appraising, synthesising, reflecting and refining
 - knowledge, understanding and use of the language forms, features and structures of texts

- awareness of audience and purpose.
- EVALUATE – Make a judgement based on criteria; determine the value of
- EXAMINE – Inquire in to

Details of Submission

Students are to complete their persuasive or discursive response to an unseen stimulus in exam conditions, during class **Period 2 on FRIDAY 17th May**. Students will be given a writing booklet to complete this component of the assessment. Students will have 40 minutes to complete this response in the writing booklets provided and will be required to submit their writing at the end of the period.

Use the checklist below to assist with your submission:

- I have reviewed the Module C resources and activities covered in class to help me plan, craft and refine my persuasive/discursive responses.
- I have composed a draft response of the composition and submitted this to my classroom teacher for feedback by **Friday 10th May 2024** .
- I have edited and refined my persuasive/discursive response and reflection based on teacher feedback.
- I have ensured that the entirety of my responses is all my own work as per the NESA “All My Own Work” guidelines and understand that failure to comply will be considered malpractice.

Teacher Feedback and Student Self-Reflection

- This task will be returned to students approximately two weeks after submitting all pieces of work.
- At this time **teacher feedback** including information on how to improve for the HSC Examination will be delivered through explicit marking criteria for each section, annotations, and written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher/assessment marker.
- Upon return of the task, students will also be expected to complete a **self-reflection**. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks. This will be extremely valuable in the lead-up to the HSC.

How does this link to my learning?

The study of Module C: Craft of Writing allows students to strengthen and extend their knowledge, skills and confidence as writers. The syllabus specifies the need to write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

The ability to develop compositions for different contexts in response to an unseen stimulus is an integral skill to develop as students work towards their HSC. Module C: Craft of Writing will be assessed in Paper 2: Modules of the Trial HSC and final HSC Exam.

This task will provide students with explicit feedback to inform their learning, study and revision in the lead-up to the HSC Exams.

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students who fail to submit this assessment task by the deadline, in the form that is communicated, will receive a zero mark and an N-Warning letter issued. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 12 Assessment Guide. Students should access this guide for more information.

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STIMULUS 2 - **SAMPLE MARKING GUIDELINES**

Persuasive OR discursive composition

Criteria (a)	Marks
<ul style="list-style-type: none"> Composes a highly engaging piece of persuasive or discursive writing that skilfully responds to the stimulus Skilfully uses language devices and/or stylistic features to convey their point of view Demonstrates skilful control of language and structure appropriate to audience, context and selected form 	9-10
<ul style="list-style-type: none"> Composes an engaging piece of persuasive or discursive writing that effectively responds to the stimulus Effectively uses language devices and/or stylistic features to convey their point of view Demonstrates effective control of language and structure appropriate to audience, context and selected form 	6-8
<ul style="list-style-type: none"> Composes a piece of writing that adequately responds to the stimulus Makes sound use of language devices and/or stylistic features to convey their point of view Demonstrates sound control of language and structure appropriate to audience, context and selected form 	3-5
<ul style="list-style-type: none"> Composes a piece of writing that attempts to respond to the question Composes a limited response demonstrating variable control of language 	1-2

Reflection

Criteria (b)	Marks
<ul style="list-style-type: none"> Provides a perceptive justification and understanding of their writing decisions in part (a) Explains skilfully the choice of a number of language/stylistic features Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form. 	9-10
<ul style="list-style-type: none"> Provides a comprehensive justification and understanding of their writing decisions in part (a) Explains effectively the choice of a number of language/stylistic features Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form. 	6-8
<ul style="list-style-type: none"> Provides a sound justification and understanding of their writing decisions in part (a) Explains soundly the choice of a number of language/stylistic features Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form. 	3-5
<ul style="list-style-type: none"> Demonstrates a limited attempt to explain their writing decisions in part (a) Demonstrates a limited response and variable control of language 	1-2

