



## Year 10, Creative Writing (Elective)

### Task 2: Genre and Narrative Convention

**Due Date:** Friday 13th of June, 2025 (by 3pm)

**Task Distributed:** Tuesday, 20th of May, 2025

**Unit:** Conventions of Genre

**Task Type:** Imaginative (Creative) Writing

**Task Weighting:** 20%

**Outcomes:**

**EN5-RVL-01** - uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

**EN5-URC-01** - identifies and explains ways of valuing texts and the connections between them

**EN5-ECA-01** - creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

#### Task Description

**Part A- Prose Fiction (15 marks):**

You are to **compose** a short piece (**700-900 words**) of PROSE FICTION which explores an individual faced with a conflict. Your writing must also be informed or influenced by the following prompt-

**People overcoming odds is an important part of humanity and I don't think we get to celebrate that as much as we should.**

These prompts are a starting point. Students MAY use their chosen prompt as a part of their narrative, however, this is left to the author's discretion. Your chosen prompt should be used metaphorically throughout your piece, as opposed to being simply inserted into your writing.

In your writing, you need to utilise and experiment with the established conventions of ONE subgenre that we have studied in class. You may choose from the following- gothic horror, science fiction, crime fiction OR coming of age.

**Part B- Reflection (10 marks\*):**

For this part of the assessment task, you need to write a reflection (**250-300 words**) addressing the following-

**Explain your process for writing Part A and how you have incorporated conventions of your chosen subgenre to engage your audience.**

*\*Please note- the GTHS Literacy criteria will apply to PART B ONLY.*

#### 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.

**COMPOSE-** Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.

**EXPLAIN-** Relate cause and effect; make the relationships between things evident; provide why and/or how

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

This assessment task must be submitted through Google Classroom; a post will be made to facilitate this. It is due on **Friday 13th of June 2023 (by 3pm)**.

A checklist appears below to help you prepare for this assessment:

- I have revised my notes from class.
- I have revised the techniques that are used within creative writing in order to use these in my own composition.
- I have used the Assessment Document on Google Classroom throughout the writing process for this assessment task.
- I have written a draft creative response, requested feedback and refined my writing for spelling, punctuation and grammar errors. (Your draft may be submitted to Miss Foresheew for feedback **NO LATER THAN 3pm on Friday, 6th of June, 2025**. Please be aware of the class process for requesting feedback from your teacher.)
- I have written a final creative response and formatted my work according to submission specifications.
- I have 'turned in' the Assessment Document on Google Classroom by **3pm on Friday 13th of June 2025**.

To ensure academic integrity and honesty is maintained when completing this task, the following guidelines **MUST** be adhered to:

1. On the day this task notification is issued, a blank assessment document will be posted on Google Classroom for each student.
2. This document **MUST** be used when completing a draft.
3. When teacher feedback is returned, this document is to continue being used to develop the final piece. This allows the teacher to track changes and monitor the ongoing and recursive development of each student's writing.
4. Where necessary, if the above is not adhered to or any concerns are flagged, teachers will use professional judgement to investigate the authenticity of the submitted work in consultation with the Head Teacher and Deputy Principal.
5. As a part of this assessment task, students will be required to complete a Student Assessment Declaration. Students will declare that:
  - the submitted work is entirely their own and correctly referenced as appropriate;
  - that they have taken care to ensure their work can not be copied by others; and
  - that they understand that their teachers will analyse their submission to ensure the authenticity of their work.

## Teacher Feedback and Student Self-Reflection

- The task will be returned to students with appropriate feedback **AFTER TWO SCHOOL WEEKS**.
- 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.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric.

Students will be required to complete a self-reflection worksheet at the time students 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?

The completion of this assessment task will translate into the following Semester One report outcomes-

- *Uses a variety of text structures and conventions to organise ideas and develop a coherent and controlled plot*

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## Year 10 Creative Writing- Task 2

### MARKING GUIDELINES

#### PART A: PROSE FICTION

CONTENT MARKING CRITERIA	1	2	3	4	5
<b>Ideas</b> The extent to which the author explored their chosen prompt.	Laboured exploration of an idea. The given prompt is not incorporated.	Attempts to explore the prompt to convey limited idea/s.	Explores the prompt to convey relevant ideas.	Effectively explores the prompt in a metaphorical manner, conveying interesting ideas.	Effectively explores the prompt in a symbolic manner, conveying perceptive ideas.
<b>Language</b> The use of language forms and features to engage the reader.	Uses simplistic language in their writing.	Attempts to use language features and structures in their writing.	Uses basic language features and structures in their writing.	Uses effective language features and structures to compose an engaging piece of prose fiction.	Uses sophisticated language features and structures to craft an evocative piece of prose fiction.
<b>Conventions of Genre</b> The author's ability to engage with the conventions of a particular subgenre.	Minimal engagement with conventions of subgenre.	Attempts to use some conventions of chosen subgenre.	Uses conventions specific to a chosen subgenre.	Integrates a variety of conventions specific to a chosen subgenre.	Purposefully integrates a variety of conventions specific to a chosen subgenre.

#### PART B: REFLECTION

CONTENT MARKING CRITERIA	1	2	3	4	5
<b>Content</b> Students ability to effectively reflect upon a piece of their writing.	Attempts to compose a response which recounts the process of writing.	Describes the process of their own writing.	Attempts to explain the process of their own writing.	Explains how meaning is shaped within their own writing through the writing process.	Effectively explains how meaning is shaped within their own writing through the writing process.

## 2025 GTHS Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	0.25	0.5	0.75	1
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	0.25	0.5	0.75	1
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	0.25	0.5	0.75	1
<b>Paragraphs</b> <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	0.25	0.5	0.75	1
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	0	0.25	0.5	0.75	1
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation