

## Task 4: The Writing Process

**Due Date:** Friday, 7th of November, 2025 (by 3pm)

**Task Distributed:** Monday, 13th of October, 2025

**Unit:** Perfecting the Process

**Task Type:** Writing Portfolio

**Task Weighting:** 20%

**Outcomes:** EN5-ECA-01 and EN5-ECB-01

### Task Description

Students are to create a portfolio of their work which demonstrates their engagement with all aspects of the process of writing. This assessment task is split into TWO parts;

#### **PART A- Process of Evidence Diary (10 marks)**

You are to collate a process diary in which you are to record your process in writing for this task. In this process diary, you are to include at least **ONE A4 PAGE** (each) that documents their processes in-

- brainstorming/pre-writing
- drafting
- peer-review
- feedback application AND
- revision/editing

#### **PART B- Finished Piece (15 marks)**

The result of this process should be an extended piece of creative writing. This should use an aspect/aspects of creative writing that we have studied this year. The finished piece is to comply with the following specifications;

- Written in prose OR a combination of prose AND verse form
- Word limit of 800-1000 words
- Follow 'Details for Submission' guidelines
- Use ONE of the two prompts provided below as stimulus for their writing

*“Good writing is supposed to evoke sensation in the reader – not the fact that it is raining, but the feeling of being rained upon.” — E. L. Doctorow*

**OR**

*“The problems of the human heart in conflict with itself... alone can make good writing because only that is worth writing about, worth the agony and the sweat.” — William Faulkner*

PART B will be completed **IN CLASS during p2 on Friday 7th of November, 2025**. You will be given a full period to complete this part. In preparation for this part, you will be required to bring in the **first 150-200 words of your piece (printed)**, which you will complete in a writing booklet under examination conditions. You may also have your process diary during this time to help you complete your writing.

# 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.

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

- I have engaged with each step of the writing process, both in-class and at home to compile my process diary
- I have submitted ONE polished draft for feedback to my classroom teacher by **Monday 27th of October, 2025 by 3pm on GOOGLE CLASSROOM.**
- I will be present during PERIOD 2 on Friday 7th of November to complete PART B of this assessment.
- I will bring a PRINTED HARD COPY of the first 150-200 words of my piece to class in order to complete the assessment task.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within TWO WEEKS of the due date.
- 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. The marks achieved for literacy will be included in the marking of PART B ONLY.

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 report outcomes-

- *Engages with all aspects of the writing process in order to develop and reflect upon their writing in a collaborative context.*

## 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.

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.

## TASK 4- The Publication Process

### MARKING GUIDELINES

#### PART A: Process Evidence (10 marks)

| CONTENT MARKING CRITERIA   | 1   | 2  | 3   | 4   | 5  |
|--|---|--|---|---|--|
| <b>Processes:</b> The extent to which the author engages with the writing process.                 | Minimal attempt to engage with the process of writing.      | Attempts to engage with some aspects of the writing process in a superficial manner. | Engages with most aspects of the writing process.                           | Effectively engages with all aspects of the writing process.                  | Confidently engages with all aspects of the writing process.                               |
| <b>Self Regulation:</b> The extent to which the author applies feedback provided on their writing. | Minimal attempt to seek or apply feedback on their writing. | Attempts to seek or apply feedback on their writing.                                 | Seeks feedback on their writing; attempts to implement may be inconsistent. | Seeks feedback on their writing and implements in order to refine their work. | Effectively seeks feedback on their writing and implements in order to enhance their work. |

#### PART B: Finished Piece (15 marks\*)

| CONTENT MARKING CRITERIA  | 1   | 2  | 3   | 4  | 5   |
|---|---|--|---|--|---|
| <b>Conceptual Focus:</b> The author's exploration of the selected prompt/stimulus.  | Minimal/no evidence of prompt being integrated.       | Attempts to integrate ONE of the prompts provided.           | Explores ONE of the given prompts in a literal sense.               | Explores ONE of the given prompts in a perceptive, conceptual sense.                     | Explores ONE of the given prompts in a sophisticated, conceptual sense.   |
| <b>Figurative and Evocative Language:</b> The effectiveness and precision of the author's language and stylistic choices. | Minimal/laboured attempt to use language appropriate. | Uses basic language features in order to compose a response. | Uses some language features in order to compose a piece of writing. | Uses a wide variety of language features in order to craft an engaging piece of writing. | Effectively uses a wide variety of sophisticated language features in order to craft an evocative piece of writing. |

*\*the GTHS Literacy Criteria will be applied to PART B only for this assessment task. This criteria can be found over the page.*

## 2025 GTHS Literacy Criteria

| Literacy Outcomes   | Elementary achievement<br>You have:   | Limited achievement<br>You have:  | Satisfactory achievement<br>You have:  | High achievement<br>You have:  | Outstanding achievement<br>You have:  |
|---|---|---|--|--|---|
| <b>Vocabulary</b><br><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   | 1   | 2  | 3  | 4   |
| <b>Punctuation</b><br><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   | 1   | 2  | 3  | 4   |
| <b>Sentences &amp; Cohesion</b><br><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   | 1   | 2  | 3  | 4   |
| <b>Paragraphs</b><br><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   | 1   | 2  | 3  | 4   |
| <b>Text Structure</b><br><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   | 1   | 2  | 3  | 4   |
|   | 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  |