**Sample Formal Assessment Task Notification**

**English Standard – Year 12**

**Module C: *The Craft of Writing***

**Context:** In this unit students have been exploring the relationship between audience, language, form and composition. After close reading and viewing of selected prescribed texts and other related texts, students have experimented with the ways different language forms and choices invite audiences to embrace, challenge or reject the representation of ideas, characters, events and perspectives in texts. Students have responded imaginatively to texts, identified and experimented with aspects of writing craft such as point of view, characterisation and intertextuality in creating new texts and reflected on their own processes of composition.

| **Assessment task:** 3 | **Weighting:** 25% | **Timing:** Term 3, Week 1 |
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| **Outcomes assessed****EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure**EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies**EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning**EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts**EN12-6** investigates and explains the relationships between texts**EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |
| **Nature of the task:** In this task you will use your knowledge of textual adaptation to compose an imaginative piece of writing. You will also compose a commentary on the decisions you have undertaken in creating this adaptation.Read the text below and **use it as a stimulus to compose an imaginative text** of about 500 words in length:Differences of OpinionHe tells her that the earth is flat – He knows the facts, and that is that. In altercations fierce and longShe tries her best to prove him wrong. But he has learned to argue well.He calls her arguments unsound And often asks her not to yell.She cannot win. He stands his ground. The planet goes on being round. Wendy CopeIn your response, you may choose to experiment with this text by:* creating a story focalised through either the male or female in the text
* including intertextual references to the poem in your writing
* experimenting with monologue
* experimenting with language conventions such as syntax to create point of view
* adapting the metaphor in the poem to a new situation
* challenging the assumptions about relationships suggested by the text.
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| **Compose a 250-word (maximum) statement** In your statement comment on: * the intent of the poem
* the aspect of the poem you have chosen to adapt and how you have altered or extended the meaning of the poem through your adaptation
* how you have sustained this interpretation throughout your adaptation
* the successes and challenges you faced in crafting this adaptation.
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| **Marking criteria**You will be assessed on how well you:* create an effective adaptation of the poem
* use and experiment with language conventions to express complex ideas in a sustained imaginative composition
* assess the effectiveness of writing choices, conventions and processes undertaken in composing this adaptation.
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| **Feedback provided**Students will be provided with written feedback from the marker, including reference to which grade descriptors were met in the marking guidelines, as well as a holistic comment on areas of achievement and suggestions for future improvement. |

**Marking guidelines**

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| **A student:** | **Mark range** |
| * demonstrates highly developed understanding of textual adaptation to compose an effective imaginative composition
* experiments imaginatively and effectively with language forms and features relevant to focalisation, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language
* assesses effectively how specific writing choices, experimentation with conventions and specific writing processes shape composition
 | 21–25 |
| * demonstrates a well-developed understanding of textual adaptation to compose a competent imaginative composition
* experiments purposefully with language forms and features relevant to focalisation, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language
* assesses competently how specific writing choices, experimentation with conventions and specific writing processes shape composition
 | 16–20 |
| * demonstrates a sound understanding of textual adaptation to compose an imaginative composition
* experiments with language forms and features relevant to focalisation, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language
* assesses how some writing choices, experimentation with conventions and writing processes shape composition
 | 11–15 |
| * demonstrates a basic understanding of textual adaptation to compose an imaginative composition
* uses language forms and features associated with focalisation, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language
* describes writing choices, conventions and processes
 | 6–10 |
| * demonstrates a limited understanding of textual adaptation to compose an imaginative composition
* inconsistently uses language forms and features associated with focalisation, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language
* identifies some writing choices, conventions and processes
 | 1–5 |

**Areas of strength:**

**Areas to develop:**