 Assessment task: The Craft of Writing

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Creating writingReflection | 1510 | 6 |

Outcomes

A student:

 EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically

Knowledge and understanding

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

Learning across the curriculum

Cross-curriculum priorities

[ ] Aboriginal and Torres Strait Islander histories and cultures

[ ] Asia and Australia's engagement with Asia

[ ] Sustainability

General capabilities

[x] Critical and creative thinking

[ ] Ethical understanding

[ ] Information and communication technology capability

[x] Intercultural understanding

[x] Literacy

[ ] Numeracy

[ ] Personal and social capability

Other areas of learning

[ ] Civics and citizenship

[x] Difference and diversity

[ ] Work and enterprise

Task

You have been invited to publish an original piece of writing to an anthology titled, “Young Writers’ Showcase: Contemporary Voices”. You’ve also been asked to write a reflection which outlines your experiences as a composer.

Part A - Sustained response

Use at least one of the short prescribed texts to inspire a piece of imaginative, discursive, persuasive or informative response of between 600-800 words. Your response could take inspiration from the following elements of your chosen prescribed text(s):

* Form (speech; prose fiction; performance poem; non-fiction etc.)
* Structure (chronological; flashback; multiple narrative perspectives etc.)
* Significant features (tone; extended metaphor; rhetoric; point of view etc.)
* Context
* Key concepts or purpose

Part B - Reflection

Write a reflection of 400 words which outlines your experiences as a composer. Include information about the following:

* The successes and/or challenges you experienced during your stages of composition (pre-writing; drafting and revising; editing).
* The successes and/or challenges you experienced to achieve your purpose - have you accomplished what you intended? How have you determined this success?
* The aspects of the process you found most useful and/or rewarding.

The effectiveness of 2 to 3 stylistic or authorial choices you made to successfully convey your ideas with power and precision.

Marking guideline/rubric

Part A – Sustained response

| Marking criteria | Mark |
| --- | --- |
| * Composes a thoughtful and refined response, demonstrating careful consideration of and effective use of language to convey ideas with power and precision (EN12-1).
* Effectively transfers ideas into new and different contexts by perceptively applying correct form, features and structures suitable to: imaginative/ discursive/ persuasive/ informative response (EN12-4).
* Thoughtfully draws upon knowledge and understanding of one or more prescribed texts to inspire an original sustained response suitable to audience and purpose (EN12-5).
 | 13-15 |
| * Composes a refined response, demonstrating consideration of and well-developed use of language to convey ideas with power and precision (EN12-1).
* Competently transfers ideas into new and different contexts by applying correct form, features and structures suitable to: imaginative/ discursive/ persuasive/ informative response (EN12-4).
* Purposefully draws upon knowledge and understanding of one or more prescribed texts to inspire an original sustained response suitable to audience and purpose (EN12-5).
 | 10-12 |
| * Composes a sound response, demonstrating competency in the use of language to convey ideas with some power and precision (EN12-1).
* Transfers ideas into new and different contexts by applying appropriate form, features and structures suitable to: imaginative/ discursive/ persuasive/ informative response (EN12-4).
* Draws upon knowledge and understanding of one or more prescribed texts to inspire a sound response suitable to audience and purpose (EN12-5).
 | 7-9 |
| * Composes a response, demonstrating basic control of language to convey ideas (EN12-1).
* Demonstrates a basic ability to transfer ideas into new and different contexts by applying some relevant forms, features and structures suitable to: imaginative/ discursive/ persuasive/ informative response (EN12-4).
* Attempts to draw upon one or more prescribed texts to develop a response with some consideration of audience and purpose (EN12-5).
 | 4-6 |
| * Composes an elementary response demonstrating a limited control of language (EN12-1).
* Demonstrates a limited ability to transfer ideas into new and different contexts (EN12-4).
* Demonstrates a limited consideration of one or more prescribed texts to develop a response (EN12-5).
 | 1-3 |
| * Non-serious attempt or not submitted.
 | 0 |

Part B – Reflection

| Marking criteria | Mark |
| --- | --- |
| * Purposefully analyses the effects of significant stylistic or authorial choices made in the sustained response and effectively justifies why these choices conveyed ideas with power and precision (EN12-3)
* Purposefully reflects on the successes and/or challenges of the writing process and effectively explains how the sustained response achieves its intended purpose (EN12-9)
 | 9-10 |
| * Competently analyses the effects of significant stylistic or authorial choices made in the sustained response and justifies why these choices conveyed ideas with power and precision (EN12-3)
* Competently reflects on the successes and/or challenges of the writing process and thoroughly explains how the sustained response achieves its intended purpose (EN12-9)
 | 7-8 |
| * Analyses the effects of relevant stylistic or authorial choices made in the sustained response and competently explains why these choices conveyed ideas with power and/or precision (EN12-3)
* Reflects on the successes and/or challenges of the writing process and soundly explains how the sustained response achieves its intended purpose (EN12-9)
 | 5-6 |
| * Outlines stylistic or authorial choices made in the sustained response and attempts to explain why these choices conveyed ideas with power and/or precision (EN12-3)
* Outlines some experiences of the writing process and/or the extent to which the sustained response achieves a purpose (EN12-9)
 | 3-4 |
| * Limited attempt to identify stylistic or authorial choices made in the sustained response (EN12-3)
* Limited discussion of the writing process and/or the extent to which the sustained response achieves a purpose (EN12-9)
 | 1-2 |
| * Non-serious attempt or not submitted.
 | 0 |

Comments: