 Assessment task: The Craft of Writing

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Creating writing  Reflection | 15  10 | 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

Critical and creative thinking

Ethical understanding

Information and communication technology capability

Intercultural understanding

Literacy

Numeracy

Personal and social capability

Other areas of learning

Civics and citizenship

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: