 Year 11 Read to Write Assessment

Assessment Weight Total: 30%

Part A: Short Story Composition – 15%

Part B: Reflection on Process of Creation – 15%

Outcomes to be assessed – as highlighted

| Standard | Advanced |
| --- | --- |
| EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning  EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts  EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments  EN11-6 investigates and explains the relationships between texts  EN11-7 understands and explains the diverse ways texts can represent personal and public worlds  EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning  EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner. | EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning  EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts  EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments  EA11-6 investigates and evaluates the relationships between texts  EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued  EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning  EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner |

Task Outline:

Part A: Short Story Composition

Students are to write a short story of 800 to 1200 words (10% rule applies). The story is to address the stimulus below:

| Short Story Instructions and Stimulus | Short Story Success Criteria. You will be marked on your ability to: |
| --- | --- |
| 1. Choose at least one major symbolic element from one of the images below. 2. Write a narrative exploring the concept of transformation in which this symbol acts as a central motif. You are encouraged to be creative with your choice/ use of form.   Stimulus: Visual images – suggestions   * [Frankenstein’s monster](https://cdn-atmostfear.pressidium.com/wp-content/uploads/2017/02/boris-karloff-frankenstein.jpg) (https://cdn-atmostfear.pressidium.com/wp-content/uploads/2017/02/boris-karloff-frankenstein.jpg) * [The Two Fridas](https://www.fridakahlo.org/images/paintings/the-two-fridas.jpg) (https://www.fridakahlo.org/images/paintings/the-two-fridas.jpg) * Jonah and the Whale- Fresco – Michelangelo – 1508-1512 | * Compose an engaging story. * Represent and explore a concept through symbolism that prompts interest and is appropriate to audience and purpose. * Demonstrate control of language through appropriate use of form, language and literary techniques. |

Students are required to work progressively toward the completion of their short story throughout the unit, applying new learning to draft versions as it is attained, submitting their work to self, peer and teacher review for feedback and ongoing editing.

The ideas that contribute toward the initial and ongoing process of creation are to be documented in a journal, the content of which will inform Part B of the assessment: a written reflection on the process of creation.

Students will need to demonstrate that they have worked towards the achievement of the learning outcomes by submitting the completed checklist (attached), along with the final version of their short story composition. The checklist will not contribute toward the final grade but a substantially incomplete checklist could result in the issue of an N Notification for non-completion of essential coursework.

Part B: Reflection on Process of Creation and Learning

Students are to compose and submit an 800-1200 word reflection on the process of creation and learning. (May vary between the Advanced and Standard courses).

| Your reflection should address the following elements: | Reflection Success Criteria. You will be marked on your ability to: |
| --- | --- |
| * Impetus for initial ideas / concept * Intended purpose and audience (be specific) * How initial ideas / concept changed and reason for changes * Intended genre and elements of your story that represent this genre * Stylistic choices and language techniques employed to create meaning * Stylistic influences * Themes * Strengths and weaknesses of learning process | * Compose an extended reflective response in academic register, demonstrating control of language: using forms, features and structures appropriate to purpose and audience. * Persuade your audience to understand and appreciate the power of your composition as a conceptual or symbolic representation * Demonstrate an understanding of the processes employed in creative composition. * Demonstrate an understanding of the way language is employed to create meaning in creative texts. * Evaluate the diverse ways texts can represent personal and public worlds and recognise how they are valued. * Reflect on, monitor and evaluate learning experiences. |

To assist you with this task, you are to keep a journal throughout the unit where you will document procedural aspects of your creation journey such as:

* your initial ideas /concepts /symbolic representation
* planning
* notes about audience, intended meaning
* notes about character and genre
* notes about point of view and voice
* notes about style and language choices
* images or drawings that assist visualisation
* research such as: context, characters, samples of author styles and so on.
* draft versions and edits
* feedback from peers and teachers
* reasons for the changes to drafts
* any other reflections

You should use your journal to inform your reflection.

Marking Criteria’s

Part A Short Story Composition Marking Criteria:

Outcomes: 11-1, 11-3, 11-4, 11-5.

| Marking Criteria | Marks |
| --- | --- |
| * Highly engaging short story * Ideas or concept represented are evocative and appropriate to audience and purpose, and explored in an insightful or perceptive manner with powerful use of symbolism * Highly skilful employment of form, language and literary techniques to convey meaning | A  13-15 |
| * Engaging short story * Ideas or concept represented are interesting and appropriate to audience and purpose, and explored in a considered and thoughtful manner, with effective use of symbolism * Skilful employment of form, language and literary techniques to convey meaning | B  10-12 |
| * Sound short story with some interesting elements * Ideas are promising and generally appropriate to audience and purpose, exploration is sound but not executed with depth or insight, with a sound use of symbolism * Sound employment of form, language and literary techniques to convey meaning | C  7-9 |
| * Attempts composition of a short story * Some interesting ideas and/or symbolism evident, perhaps not fully formed or lacking depth or integrity in execution * Attempts appropriate use of form and use of literary techniques to convey meaning | D  4-6 |
| * Attempt to compose a response, may be unfinished * Ideas are limited or inappropriate * Use of form and language is limited or inappropriate | E  0-3 |

Feedback:

Mark: /15

Part B Reflection on Process of Creation and Learning Marking Criteria

Outcomes: 11-1, 11-3, 11-5, 11-7, 11-9

| Marking Criteria | Marks |
| --- | --- |
| * Composes a perceptive extended reflective response in academic register, demonstrating control of language: using forms, features and structures appropriate to purpose and audience. * Powerful employment of persuasive language to lead your audience to an understanding and appreciation of the power of your composition as a conceptual or symbolic representation. * Demonstrates an insightful understanding of the processes employed in creative composition. * Demonstrates an insightful understanding of the way language is employed to create meaning in creative texts. * Provides a perceptive evaluation of the diverse ways texts can represent personal and public worlds and recognise how they are valued. * Demonstrates a highly skilful ability to reflect on, monitor and evaluate learning experiences and to employ a range of collaborative and independent learning strategies to achieve a composition goal. | A  13-15 |
| * Composes a considered extended reflective response that reaches for academic register, demonstrating control of language: using forms, features and structures appropriate to purpose and audience. * Considered employment of persuasive language that attempts to lead your audience to an understanding of the power of your composition as a conceptual or symbolic representation. * Demonstrates a well-developed understanding of the processes employed in composition. * Demonstrates a well-developed understanding of the way language is employed to create meaning in creative texts. * Provides a considered evaluation of the diverse ways texts can represent personal and public worlds and recognise how they are valued. * Demonstrates a skilful ability to reflect on, monitor and evaluate learning experiences and to employ a range of collaborative and independent learning strategies to achieve a composition goal. | B  10-12 |
| * Composes a sound extended reflective response that demonstrates sound control of language: generally using forms, features and structures appropriate to purpose and audience. * Sound employment of persuasive language that attempts to lead your audience to an understanding of your composition as a conceptual or symbolic representation. * Demonstrates a developed understanding of the processes employed in creative composition. * Demonstrates a developed understanding of the way language is employed to create meaning. * Provides a sound evaluation of the diverse ways texts can represent personal and public worlds and recognise how they are valued. * Demonstrates a sound ability to reflect on experiences and to employ a range of learning strategies to achieve a composition goal. | C  7-9 |
| * Composes a sound extended reflective response that demonstrates sound control of language: generally using forms, features and structures appropriate to purpose and audience. * Limited use of persuasive features * Demonstrates a developing understanding of the processes employed in creative composition. * Demonstrates a developing understanding of the way language is employed to create meaning. * Provide a limited evaluation of the ways texts can represent personal and public worlds. * Demonstrates a limited ability to reflect on experiences. | D  4-6 |
| * Composes a response. * Demonstrates a basic understanding of the creative process. | E  0-3 |

Feedback:

Mark: /15

Learning Checklist for Preliminary Reading to Write Unit

Student Name:

| Unit Section | Element | Achieved | Not yet achieved | Teacher sign off and date | Comments |
| --- | --- | --- | --- | --- | --- |
| Section 1 Unit overview | * Receipt of assessment * Learning about feedback * Purchase of journal |  |  |  |  |
| Section 2 Purpose of reading and writing and symbolism | * Learning – classwork complete * Application of learning – draft story * Creative journal entry |  |  |  |  |
| Section 3 Genre and character | * Learning – classwork completed * Application of learning – redraft story * Creative journal entry |  |  |  |  |
| Section 3  Voice and point of view | * Learning – classwork completed * Application of learning – redraft story * Creative journal entry |  |  |  |  |
| Section 4 Style and literary devices | * Learning – classwork completed * Application for learning – redraft story * Creative journal entry |  |  |  |  |
| Section 5 Consolidate | * Review learning – narrative checklist * Final edit and submission of story * Draft of reflection, edit and submission |  |  |  |  |