

MANILLA CENTRAL SCHOOL – HSC ASSESSMENT TASK NOTIFICATION (2024)

Year 11 - 2024
English Standard
R Ferguson



Task Number: 1 **Notification Date: Term 1 - Week 8: Monday P1 18/03/2024**
Weight: 30% **Due Date: Term 1 – Week 10: Thursday P3 04/04/2024**

OUTCOMES ASSESSED

EN11-1: Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
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.
EN11-9: Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

TASK DESCRIPTION

TOPIC: Reading to Write

TASK: Critical and Creative Writing with Reflection

DESCRIPTION:

You need to submit a critical and creative writing piece along with a short reflection based on both pieces you have submitted. You will be given some time in class to work on this assessment; however students will be required to work on this in their own time.

Creative: Writing Piece

Length: 800 words

Description: You are to compose a creative piece exploring a moment in time, inspired by the work we have been creating in class.

Your focus areas will be **setting** and **voice**.

Critical: Writing Piece

Length: 800 words

Description:

You are to compose a critical piece explaining how texts reflect some aspects of the human experience.

Your focus will be on **literary symbols and techniques**.

In this piece you must refer to **one text** that was covered in class, and another text of your own choosing.

Texts covered in class are:

Boy Swallows Universe (Trent Dalton)

Reflection: Writing Piece

Length: 300 words

Description:

You are to compose a short reflection detailing your thoughts on the composition process and the changes you have made to any drafts submitted. You are to include a reflection on strengths and areas of focus for future tasks.

Final submission :

Length: 1900 words (+/- 10%)

- 800 Creative
- 800 Critical
- 300 Reflection

Marks:

- Creative /10
- Critical /10
- Reflection /5

Due Date: Term 1 – Week 10 (Thursday P3 4/04/24)

Drafts can be submitted to Mrs Ferguson or Miss Nott for feedback Rachael.ferguson@det.nsw.edu.au

TASK INSTRUCTIONS

- Submissions should be **typed** and submitted at the conclusion of your English lesson on the above due date.
- Your pieces are not to exceed +/- 10% of the word limits given above.
- If you require a variation on the due date of this task, see the Head Teacher Administration (Ms Eagles) for the appropriate paperwork.

Teacher's signature: _____ Mrs R Ferguson

Head Teacher's signature: _____ Ms M Eagles

Deputy Principal's signature: _____ Mrs R Ferguson

Marking guidelines

Creative Response Students:	Mark range
<ul style="list-style-type: none"> • Compose a sophisticated imaginative text to effectively represent the concept of a moment in time. • Creatively employs a wide range of language forms and features in the text with a clear consideration of audience and purpose. • Innovatively incorporate the concepts of setting and voice in a sustained manner. 	9-10
<ul style="list-style-type: none"> • Composes an original imaginative text that represents the concept of a moment of time. • Employs a wide range of language forms and features in the text with consideration of audience and purpose. • Incorporate the concepts of setting and voice in a sustained manner. 	7-8
<ul style="list-style-type: none"> • Composes a sound imaginative text that attempts to represent the concept of a moment in time. • Uses some language forms and features in the text, with an attempt to consider audience and purpose. • there is a focus on setting and perspective present in the work 	5-6
<ul style="list-style-type: none"> • compose a text which represents a basic concept of a moment in time. • use language forms and features in their chosen form • there is some focus on setting and perspective present in the work 	3-4
<ul style="list-style-type: none"> • A limited attempt to represent the concept of a moment in time. • limited use of appropriate language in an imaginative manner • there is little focus on setting and perspective present in the work 	1-2
<ul style="list-style-type: none"> • No attempt made 	0

Critical Response Students:	Mark range
<ul style="list-style-type: none"> • compose an effective, sustained, critical text to analyse how texts represent some aspects of the human experience. • use and analyse a range of language forms and features in their chosen form creatively and effectively • Analyse setting and perspective sophisticatedly throughout the response 	9-10

<ul style="list-style-type: none"> compose a sustained & critical text to analyse how texts represent some aspects of the human experience. use and analyse a range of language forms and features in their chosen form with a clear sense of purpose and audience analyse setting and perspective effectively throughout the response 	7-8
<ul style="list-style-type: none"> compose a critical text to analyse how texts represent some aspects of the human experience. use and analyse language forms and features in their chosen form appropriate to purpose and audience analyse setting and perspective throughout the response 	5-6
<ul style="list-style-type: none"> compose a text to basically analyse how texts represent some aspects of the human experience. use language forms and features in their chosen form analyse setting and perspective basically throughout the response 	3-4
<ul style="list-style-type: none"> compose a limited text to outline how texts represent some aspects of the human experience. limited use of appropriate language in a critical manner analyse setting and perspective limitedly throughout the response 	1-2
<ul style="list-style-type: none"> No attempt made 	0

Reflection Students:	Mark range
<ul style="list-style-type: none"> demonstrate effective use of the editing process assess their own learning and writing process thoughtfully, considering strengths and areas for improvement. 	5
<ul style="list-style-type: none"> demonstrate use of the editing process assess their own learning and/or writing process, considering strengths and areas for improvement 	3-4
<ul style="list-style-type: none"> demonstrate little use of the editing process reflect on few strengths and areas for improvement with little assessment of their own learning and/or writing process. 	1-2
<ul style="list-style-type: none"> No attempt made 	0

TASK MARK	TASK RANK	CUMULATIVE RANK

Feedback:

Teacher's signature: _____

Date: _____