

MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2024

Stage 5 English - Miss A. Nott, Mr T. Rowe



Task Number: 1

Notification Date: Term 1, Week 7 - Tuesday 12/3/24

Weight: 25%

Due Date: Term 1, Week 9 - Thursday 28/03/24

Handed to your classroom teacher by 3:20pm

CREATIVE TASK

OUTCOMES ASSESSED

EN5-RVL-01: Uses a range of personal, creative and critical strategies to interpret complex texts.

EN5-ECA-01: Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.

EN5-ECB-01: Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

TASK DESCRIPTION

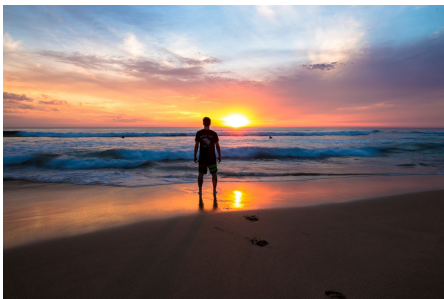
This task has two sections:

Section 1 – Creative:

Length: 500-800 words

Based on the texts you have studied in class; you are to craft a piece of creative writing that includes a *character's relationship to a place and explores how that relationship can be complicated.*

You are to use **one** of the following pictures as inspiration:



Section 2 – Reflection:

Length: 200 words

You will complete a reflective paragraph summarising your work. A template based on the PISA (purpose, influence, execution, success) model has been included for you to use to complete this.

You may either fill in the grid by hand or type your reflection.

TASK INSTRUCTIONS

- A hard copy of your assessment task is to be handed to your classroom teacher by 3:20pm
- If you require an extension on the due date of this task, speak to the Head Teacher Secondary Studies (Miss Nott).

Teacher's signature:	_____	Miss A Nott
Teacher's signature:	_____	Mr T Rowe
Head Teacher's signature:	_____	Miss A Nott
Deputy Principal's Signature:	_____	Mrs R Ferguson

MARKING GUIDELINES

PART A – Creative Writing		Mark range
A student:		
<ul style="list-style-type: none"> • Uses the stimulus to compose a sophisticated, sustained imaginative text that creatively explores a character’s complicated connection to place. • Uses a range of increasingly complex language forms and features in their narrative creatively and effectively • Uses sophisticated language and structural elements appropriate to audience, purpose and form 	13-15	
<ul style="list-style-type: none"> • Uses the stimulus to compose a sustained and imaginative text that creatively explores a character’s complicated connection to place. • Uses a range of language forms and features in their narrative effectively • Uses detailed language and structural elements appropriate to audience, purpose and form 	10-12	
<ul style="list-style-type: none"> • Uses a stimulus to compose a sound imaginative text that explores a character’s complicated connection to place. • Uses some language forms and features in their narrative effectively • Uses language and structural elements appropriate to audience, purpose and form 	7-9	
<ul style="list-style-type: none"> • Uses the stimulus to compose a basic imaginative text that mentions a character’s complicated connection to place. • Attempts to use language forms and features in their narrative • Attempts to use language and structural elements appropriate to audience, purpose and form 	4-6	
<ul style="list-style-type: none"> • Attempts to use the stimulus to compose a limited text which may discuss a place. • Limited use of language forms and features in their narrative • Limited evidence of language or structure appropriate to audience, purpose and form 	1-3	
<ul style="list-style-type: none"> • Non attempt or non-serious attempt 	0	
Part B – Reflection		Mark range
A student:		
<ul style="list-style-type: none"> • Uses the scaffold to compose a detailed, thoughtful reflection on their own work. • Uses sophisticated reflective language appropriate to the task. 	5	
<ul style="list-style-type: none"> • Uses the scaffold to complete a thorough reflection on their own work. • Uses reflective language appropriate to the task. 	4	
<ul style="list-style-type: none"> • Uses the scaffold to complete a sound reflection on their own work. • Uses some reflective language appropriate to the task. 	3	
<ul style="list-style-type: none"> • Fills in some of the scaffold, providing basic observations on their own work. • Attempts to use reflective language. 	2	
<ul style="list-style-type: none"> • .Limited reflection – most of scaffold is incomplete. • Language is largely inappropriate for the task. 	1	
<ul style="list-style-type: none"> • Non attempt or non-serious attempt 	0	
Task Mark		
Task Rank		
Cumulative Rank		

Teacher feedback:

Signature: _____ Date: _____

Reflective Template:

Purpose Describe what you tried to achieve in your writing.	
Influence Describe what you have borrowed or been influenced by in a text we studied in class	
Execution Explain how you have used language creatively and effectively to craft an engaging text	
Success How well have you done at creating your story? What do you still need to work on?	