



Condobolin High School



Notification of an Assessment Task

Name and Type of Task: Creative Writing and Reflection

Year: 9

Subject: English

Task Number: 1

Date Issued: Monday, 11th March, 2024 (Term 1, Week 7)

Date Due: Wednesday 3rd April, 2024 (Term 1, Week 10)

Total Marks: 35

Weighting: 35%

Class Teacher/s: C. Metcalfe; J. Skewes

Head Teacher: J. Sidoroff

Submission Instructions – Hand your task to your classroom teacher at the start of Period 2, Wednesday 3rd April (Week 10, Term 1).

Task Context:

You have learnt how meaning is shaped in texts through compositional techniques and language features. Through studying modelled texts from the 'Growing Up' anthology you have identified various ways text structures and features can be used and controlled to create meaningful texts. This assessment task gives you the opportunity to plan, compose and reflect upon your own 'Growing Up...' text and demonstrate your skills in using language forms and features to capture the experience of growing up.

Syllabus Content:

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

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:

Part A: My 'Growing Up...' Text (10 marks)

You are to plan, write and edit one short text about your personal experience of growing up that incorporates text features and structures of the autobiographical form. Your text must explore a defining moment in your life that has shaped who you are as a person. Your response should incorporate at least one textual feature modelled by the 'Growing Up...' anthology.

Part B: Reflection (15 marks)

You are to write a reflection that analyses the process of composition for your own 'Growing Up...' text in Part A. In this reflection, you must discuss how the chosen textual feature(s) modelled by the 'Growing Up...' anthology was incorporated into your own text. You must also evaluate the effectiveness of the language forms, features and structures you chose to include in your 'Growing Up...' text in expressing your experience of growing up.

Criteria for Assessing Learning:

You will be assessed on your ability to:

Part A

- Choose appropriate and highly effective language forms, features and structures in your text
- Write an engaging text that explores the growing up experience using an autobiographical tone
- Compose a refined and sustained response

Part B

- Analyse the processes of planning, monitoring, revising and reflecting you used in Part A

- Discuss your use of a textual feature modelled through an exemplar text
- Evaluate the effectiveness of language forms, features and structures to express the 'growing up' experience

Key Verbs:

Analyse: identify components and the relationship between them; draw out and relate implications

Discuss: identify issues and provide points for and/or against

Evaluate: Make a judgement based on criteria; determine the value of

Marking Guidelines:

Part A

Description	Marks
<ul style="list-style-type: none">• Demonstrates an outstanding standard of drafting and editing to compose a refined and sustained response• Sophisticated choice of language forms, features and structures are extremely effective in shaping meaning• Student crafts a highly engaging text that insightfully explores the experience of growing up using a clear and sustained autobiographical tone	9-10
<ul style="list-style-type: none">• Demonstrates a high standard of drafting and editing to compose a cohesive and well sustained response• Deliberate choice of language forms, features and structures are highly effective in shaping meaning• Student crafts an engaging text that perceptively explores the experience of growing up using a clear autobiographical tone	7-8
<ul style="list-style-type: none">• Demonstrates a sound standard of drafting and editing to compose a sustained response• Choice of language forms, features and structures are effective in shaping meaning• Student crafts an engaging text that explores the experience of growing up using an autobiographical tone	5-6
<ul style="list-style-type: none">• Demonstrates a basic standard of drafting and editing to compose a response• Choice of language forms, features and structures are somewhat effective in shaping meaning• Student crafts a text that somewhat explores the experience of growing up and may use an autobiographical tone	3-4
<ul style="list-style-type: none">• Demonstrates an elementary standard of drafting and editing to compose a limited response• Choice of language forms, features and structures are limited in their effect to shape meaning• Student crafts a limited text that may or may not explore the experience of growing up and does not use an autobiographical tone	1-2
<ul style="list-style-type: none">• Non-attempt (resubmission may be required)	0

Part B

Description	Marks
<ul style="list-style-type: none">• Displays highly developed analysis of the process of planning, monitoring, revising and reflecting used in Part A• Presents a critical and refined discussion of modelled textual feature used in own writing• Presents a clear and detailed evaluation of the effectiveness of language forms, features and structures to express an insightful experience of growing up	13-15
<ul style="list-style-type: none">• Displays developed analysis of the process of planning, monitoring, revising and reflecting used in Part A• Presents a critical and discussion of modelled textual feature used in own writing• Presents a clear evaluation of the effectiveness of language forms, features and structures to express a perceptive experience of growing up	10-12
<ul style="list-style-type: none">• Displays sound analysis of the process of planning, monitoring, revising and reflecting used in Part A• Presents a sound discussion of modelled textual feature used in own writing• Presents a sound evaluation of the effectiveness of language forms, features and structures to express an experience of growing up	7-9
<ul style="list-style-type: none">• Displays basic analysis of the process of planning, monitoring, revising and reflecting used in Part A• Presents a basic discussion of modelled textual feature used in own writing• May or may not present a basic evaluation of the effectiveness of language forms, features and structures to express an experience of growing up	4-6
<ul style="list-style-type: none">• Displays limited analysis of the process of planning, monitoring, revising and reflecting used in Part A• Presents a limited discussion of modelled textual feature used in own writing• Evaluation of the effectiveness of language forms, features and structures to express an insightful experience of growing up is unclear or not presented	1-3
<ul style="list-style-type: none">• Non-attempt (resubmission may be required)	0