



# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success

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## Year 11 English Advanced Common Module: *Reading to Write*

<b>Due Date:</b>	T1, W10 – Thursday 4 <sup>th</sup> April 2024	<b>Assessment Name:</b>	Imaginative Response and Reflection
<b>Mark:</b>	Imaginative Response – x/15 Reflection – x/10	<b>Weighting:</b>	30%

### TASK DESCRIPTION:

#### Part 1

You are to **compose** an imaginative piece of writing that utilises the atmosphere from the extract below.

*When I hit the bitumen and get that smooth grey rumble going under me everything's hell different. Like I'm in a fresh new world all slick and flat and easy. Even with the engine working up a howl and the wind flogging in the window the sounds are real soft and pillowy. Civilized I mean. Like you're still on the earth but you don't hardly notice it anymore. And that's hectic. You'd think I never got in a car before. But when you've hoofed it like a dirty goat all these weeks and months, when you've had the stony slow prickly-up hard country right in your face that long it's bloody sudden... Brings on this angel feeling. Like you're just one arrow of light.*

*The Shepherd's Hut, Tim Winton*

Your imaginative piece should be based on the concept of *Shifting nature of identity*. Throughout your imaginative piece must **use your knowledge** of language forms and features to enhance the readers engagement in the piece.

#### Part 2

You are to **compose** a **reflective** piece of writing that evaluates how you have **used your knowledge** of the module *Reading to Write* throughout your imaginative piece to establish your desired atmosphere.

You must ensure you **evaluate** and **reflect** on how you have written within the constraints of the concept *shifting nature of identity*.

You must support your stylistic and language choices through detailed reference of at least one of the short stories by Tim Winton studied in class.

### SYLLABUS OUTCOMES TO BE ASSESSED:

**EA11-04** – strategically **uses knowledge**, skills and understanding of language concept and literary devices in new and different context

**EA11-05** – thinks imaginatively, creatively, to respond to, evaluate and **compose** texts that synthesise complex information, ideas and argument

**EA11-09** – **Reflects** on, **evaluates** and monitors own learning and adjusts individual and collaborative processes to develop as an independent learning

### DIRECTIVES TO BE ASSESSED:

**Compose:** To create

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

**Reflect:** To consider and reconsider or monitor

**Uses knowledge:** Applies learnt understanding

## ASSESSMENT CRITERIA AND STUDENT CHECKLIST

- ☐ You must compose an imaginative piece completed during the term inspired by the thematic concern of *The shifting nature of identity*
- ☐ Conform to the conventions of an imaginative text
- ☐ Edit the creative piece to be between **1000- 1200 words** in length
- ☐ Edit the reflective composition to be between **600-800 words** in length
- ☐ Apply a wide variety of literary devices by reflecting on texts and skills studied in class.
- ☐ Reflect on the extract and evaluate it for language forms and features and assess how they form atmosphere.
- ☐ Reflect on your drafting and edit, check for any spelling, punctuation or grammatical errors.

## ASSESSMENT MARKING CRITERIA – Imaginative Response

MARKING GUIDELINES	GRADE
<ul style="list-style-type: none"><li>- Outstanding <b>composition</b> of an imaginative piece that integrates a narrative turning in a skillful manner whilst utilising the desired atmosphere. (EA11-05)</li><li>- Skillfully <b>uses knowledge</b> of language forms and features used by Tim Winton in original imaginative piece, which utilises the concept <i>Shifting nature of identity</i>. (EA11-04)</li><li>- Skillfully forms an imaginative piece of writing with cohesion and clarity appropriate to audience, purpose and context. (EA11-04)</li></ul>	<b>A</b>  13-15
<ul style="list-style-type: none"><li>- Effective <b>composition</b> of an imaginative piece that integrates a narrative turning in an effective manner whilst utilising the desired atmosphere. (EA11-05)</li><li>- Effectively <b>uses knowledge</b> of language forms and features used by Tim Winton in original imaginative piece, which utilises the concept <i>Shifting nature of identity</i>. (EA11-04)</li><li>- Effectively forms an imaginative piece of writing with cohesion and clarity appropriate to audience, purpose and context. (EA11-04)</li></ul>	<b>B</b>  10-12
<ul style="list-style-type: none"><li>- Sound <b>composition</b> of an imaginative piece that somewhat integrates a narrative turning which inconsistently utilises the desired atmosphere. (EA11-05)</li><li>- Sound <b>use</b> of language forms and features used by Tim Winton in original imaginative piece, which utilises the concept <i>Shifting nature of identity</i> in a sound manner (EA11-04)</li><li>- Soundly forms an imaginative piece of writing that has some level of cohesion and clarity appropriate to audience, purpose and context. (EA11-04)</li></ul>	<b>C</b>  7-9
<ul style="list-style-type: none"><li>- Limited formation of an imaginative piece of writing that does not apply the atmosphere of the Tim Winton extract. (EN11-05)</li><li>- Limited inclusion of language forms and features that demonstrate basic creative writing skills. (EN11-04)</li><li>- Limited formation of an imaginative piece with a basic level of cohesion and clarity appropriate to audience. (EN11-04)</li></ul>	<b>D</b>  4-6
<ul style="list-style-type: none"><li>- Attempts to <b>compose</b> an elementary piece of writing. (EA11-05)</li><li>- Attempts to <b>apply</b> literary devices to create a piece of writing with elementary structure. (EA11-04)</li></ul>	<b>E</b>  1-3

## ASSESSMENT MARKING CRITERIA – Reflection

MARKING GUIDELINES	GRADE
<ul style="list-style-type: none"> <li>- Skilfully <b>evaluates</b> how the imaginative response has utilised Tim Winton’s stylistic and language features. (EA11-09)</li> <li>- Skilfully <b>reflects</b> on how the concept <i>Shifting nature of identity</i> has been represented throughout the imaginative response. (EA11-09)</li> <li>- Skilfully forms a <b>reflective</b> piece of writing with cohesion and clarity appropriate to audience, purpose and context. (EA11-09)</li> </ul>	<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;">9-10</p>
<ul style="list-style-type: none"> <li>- <b>Evaluates</b> how the imaginative response has utilised Tim Winton’s stylistic and language features. (EA11-09)</li> <li>- Effectively <b>reflects</b> on how the concept <i>Shifting nature of identity</i> has been represented throughout the imaginative response. (EA11-09)</li> <li>- Effectively forms a <b>reflective</b> piece of writing with cohesion and clarity appropriate to audience, purpose and context. (EA11-09)</li> </ul>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;">7-8</p>
<ul style="list-style-type: none"> <li>- Explains how the imaginative response has utilised Tim Winton’s stylistic and language features. (EA11-09)</li> <li>- Soundly <b>reflects</b> on how the concept <i>Shifting nature of identity</i> has been represented throughout the imaginative response. (EA11-09)</li> <li>- Soundly forms a <b>reflective</b> piece of writing with cohesion and clarity appropriate to audience, purpose and context. (EA11-09)</li> </ul>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;">5-6</p>
<ul style="list-style-type: none"> <li>- Describes how the imaginative response has utilised Tim Winton’s stylistic and language features. (EA11-09)</li> <li>- Limited <b>reflection</b> on the concept <i>Shifting nature of identity</i>. (EA11-09)</li> <li>- Limited <b>reflective</b> piece of writing. (EN11-09)</li> </ul>	<p style="text-align: center;"><b>D</b></p> <p style="text-align: center;">3-4</p>
<ul style="list-style-type: none"> <li>- Elementary reflection on own work. (EN11-09)</li> <li>- Elementary <b>reflection</b>, which lacks cohesion and clarity. (EN11-09)</li> </ul>	<p style="text-align: center;"><b>E</b></p> <p style="text-align: center;">1-2</p>

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