Year 12 ENGLISH ADVANCED
Module C: The Craft of Writing

Due Date: Friday, 9th August 2019
Assessment Name: Imaginative Text
Mark: x/25
Weighting: 25%

SYLLABUS OUTCOMES TO BE ASSESSED

EA12-4 – strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5 – thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EN12-9 – reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

DIRECTIVES TO BE ASSESSED:

Adapts – Transfers knowledge and skills from previous texts to their own writing
Compose – Write or create
Reflects – Think deeply or carefully about
Refines – Edits work through a variety of process to improve writing

TASK DESCRIPTION:

You are to adapt and apply your knowledge of language concepts and literary devices to compose two pieces of writing, responding to the following:

“All our knowledge begins with the senses, proceeds then to the understanding, and ends with reason. There is nothing higher than reason.”

Immanuel Kant, Critique of Pure Reason

a) Compose an imaginative piece of writing that explores the ideas in this quotation
b) Reflect on the place of the senses in writing with reference to ONE of your prescribed texts

You must ensure you draft and refine your work prior to submission.

ASSESSMENT CRITERIA AND STUDENT CHECKLIST

You will be assessed on your ability to:

- Adapt your knowledge of language forms and features explored in class and apply them to your own writing
- Compose an engaging piece of imaginative writing between 1000-1200 words
- Adapt and apply language concepts and devices to clearly convey the ideas explored in the quotation
- Compose a reflection that demonstrates the role on the senses in ONE prescribed text between 500-600 words
- Draft, edit and refine your piece of writing to ensure structure is appropriate to audience, purpose and context

Check your assessment booklet for the PHS Assessment Policy
# Marking Guidelines

## Marking Criteria – Part A

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 13-15</td>
<td>Composes an engaging piece of writing that comprehensively explores the ideas in the quotation. Applies a range of language devices skilfully to develop a coherent response. Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form.</td>
</tr>
<tr>
<td>B 10-12</td>
<td>Composes an engaging piece of writing that explores the ideas in the quotation. Applies a range of language devices effectively to develop a coherent response. Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form.</td>
</tr>
<tr>
<td>C 7-9</td>
<td>Composes a sound piece of writing that explores the ideas in the quotation. Applies language soundly to develop a response. Demonstrates control of language and structure appropriate to audience, purpose, context and selected form.</td>
</tr>
<tr>
<td>D 4-6</td>
<td>Composes a limited piece of writing that relates to the ideas in the quotation. Demonstrates variable use of language. Demonstrates variable control of language and structure appropriate to audience, purpose, context and selected form.</td>
</tr>
<tr>
<td>E 1-3</td>
<td>Attempts to compose a piece of writing with some relevance to the question. Demonstrates limited control of language.</td>
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</tbody>
</table>

## Marking Criteria – Part B

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>A 9-10</td>
<td>Provides a considered and detailed reflection on the place of the senses in writing in a prescribed text. Uses carefully and well-selected textual evidence to support reflection. Demonstrates skilful control of language.</td>
</tr>
<tr>
<td>B 7-8</td>
<td>Provides detailed reflection on the place of the senses in writing in a prescribed text. Uses carefully selected textual evidence to support reflection. Demonstrates effective control of language.</td>
</tr>
<tr>
<td>C 5-6</td>
<td>Provides a sound reflection on the place of the senses in writing a prescribed text. Uses selected textual evidence to support reflection. Demonstrates sound control of language.</td>
</tr>
<tr>
<td>D 3-4</td>
<td>Comments on the place of the senses in a prescribed text. Demonstrates limited control of language.</td>
</tr>
<tr>
<td>E 1-2</td>
<td>Provides some relevant information about the use of the senses in writing.</td>
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</tbody>
</table>