

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



Year 12 ENGLISH ADVANCED Module C: *The Craft of Writing*

Due Date: Friday, 9 th August 2019	Assessment Name: Imaginative Text
Mark: x/25	Weighting: 25%
SYLLABUS OUTCOMES TO BE ASSESSED	
<p>EA12-4 – strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p>EA12-5 – thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EN12-9 – reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p>	
DIRECTIVES TO BE ASSESSED:	
<p>Adapts – Transfers knowledge and skills from previous texts to their own writing</p> <p>Compose – Write or create</p> <p>Reflects – Think deeply or carefully about</p> <p>Refines – Edits work through a variety of process to improve writing</p>	
TASK DESCRIPTION:	
<p>You are to adapt and apply your knowledge of language concepts and literary devices to compose two pieces of writing, responding to the following:</p> <p><i>“All our knowledge begins with the senses, proceeds then to the understanding, and ends with reason. There is nothing higher than reason.”</i></p> <p style="text-align: right;">Immanuel Kant, <i>Critique of Pure Reason</i></p> <p>a) Compose an imaginative piece of writing that explores the ideas in this quotation</p> <p>b) Reflect on the place of the senses in writing with reference to ONE of your prescribed texts</p> <p>You must ensure you draft and refine your work prior to submission.</p>	
ASSESSMENT CRITERIA AND STUDENT CHECKLIST	
<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none">• 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 <u>1000-1200 words</u>• 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 <u>500-600 words</u>• Draft, edit and refine you piece of writing to ensure structure is appropriate to audience, purpose and context	

Marking Guidelines

Marking Criteria – Part A	Grade
<ul style="list-style-type: none"> • 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 	<p>A</p> <p>13-15</p>
<ul style="list-style-type: none"> • 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 	<p>B</p> <p>10-12</p>
<ul style="list-style-type: none"> • Composes a sound piece of writing that 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 	<p>C</p> <p>7-9</p>
<ul style="list-style-type: none"> • 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 	<p>D</p> <p>4-6</p>
<ul style="list-style-type: none"> • Attempts to compose a piece of writing with some relevance to the question • Demonstrates limited control of language 	<p>E</p> <p>1-3</p>

Marking Criteria – Part B	Grade
<ul style="list-style-type: none"> • 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 	<p>A</p> <p>9-10</p>
<ul style="list-style-type: none"> • 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 	<p>B</p> <p>7-8</p>
<ul style="list-style-type: none"> • 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 	<p>C</p> <p>5-6</p>
<ul style="list-style-type: none"> • Comments on the place of the senses in a prescribed text • Demonstrates limited control of language 	<p>D</p> <p>3-4</p>
<ul style="list-style-type: none"> • Provides some relevant information about the use of the senses in writing. 	<p>E</p> <p>1-2</p>