Due Date: Term 1, Week 10
7ENJ, 7ENN and 7ENP 4th April 2019
7ENL, 7ENB 5th April 2019

Assessment Name: Creative Writing Portfolio
Mark: x/40
Weighting: 40%

SYLLABUS OUTCOMES TO BE ASSESSED:
EN4-1A: Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A: Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-4B: Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-9E: Uses, reflects on and assesses their individual and collaborative skills for learning

DIRECTIVES TO BE ASSESSED:
Compose: Write or create
Use: Apply, utilise, employ in a particular situation
Makes: Create
Reflect: Think deeply or carefully about

TASK DESCRIPTION:
Students compose 3 pieces of creative writing for imaginative expression and pleasure; that make effective language choices to creatively shape meaning.

These pieces will form a creative portfolio of their work. The portfolio of work will require students to use their knowledge of text composition and must reflect their ability to compose texts in different medias and technologies, which they have learnt in class.

Students must submit all of the following:
- One script based on a short film studied in class (10 Marks)
- One orientation based on an image found by the student (20 Marks)
- One descriptive paragraph based on one of three images provided (10 Marks)

ASSESSMENT CRITERIA – STUDENT CHECKLIST:
You will be assessed on your ability to:
- Demonstrate your ability to compose texts with imaginative expression and pleasure
- Use a wide range of processes, skills and strategies to respond to and compose a variety of texts
- Reflect on and use your learnt understanding of text types and apply them to your own writing
- Make effective language choices such as literary devices, sensory language and adjectives to enhance story telling
- Complete all 3 texts types and submit to the teacher by the due date
- Utilise work completed in class, enhance work at home
- Submit drafts and engage with feedback

Check your assessment booklet for the PHS Assessment Policy
## MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Guideline: Script EN4-1A</th>
<th>Mark/Grade</th>
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<tbody>
<tr>
<td>- Composes a script that skilfully responds to the short film studied in class, recognising the characterisation, events and setting</td>
<td>9-10</td>
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<tr>
<td>- Composes a skilfully engaging and entertaining script demonstrating skilful imaginative expression</td>
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<tr>
<td>- Composes a script that demonstrates a skilful understanding of the textual form and structure. Including all the necessary elements of a script</td>
<td></td>
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<tr>
<td>- Composes a script that effectively responds to the short film studied in class, recognising the characterisation, events and setting</td>
<td>7-8</td>
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<tr>
<td>- Composes an effectively engaging and entertaining script demonstrating high imaginative expression</td>
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<tr>
<td>- Composes a script that demonstrates an effective understanding of the textual form and structure. Including most of the necessary elements of a script</td>
<td></td>
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<tr>
<td>- Composes a script that soundly responds to the short film studied in class, recognising the characterisation, events and setting</td>
<td>5-6</td>
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<tr>
<td>- Composes a sound and entertaining script demonstrating sound imaginative expression</td>
<td></td>
</tr>
<tr>
<td>- Composes a script that demonstrates a sound understanding of the textual form and structure. Including some of the necessary elements of a script</td>
<td></td>
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<tr>
<td>- Composes a basic script that responds to the short film studied in class</td>
<td>3-4</td>
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<tr>
<td>- Composes a basic script demonstrating some imaginative expression</td>
<td></td>
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<tr>
<td>- Composes a script that demonstrates a basic understanding of the textual form and structure. Including few of the necessary elements of a script</td>
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<tr>
<td>- Attempts to compose a script with links to the short film studied in class</td>
<td>1-2</td>
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<tr>
<td>- Composes a script that demonstrates an elementary understanding of the textual form</td>
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### MARKING GUIDELINES

**Guideline: Orientation 4-2A and 4-9E**

<table>
<thead>
<tr>
<th>Mark/Grade</th>
<th>Description</th>
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| 17-20      | - Skilfully *composes* an orientation that is capturing and engaging  
- Skilfully *reflects* on the orientation structure and applies knowledge to embed who, where, when and what of orientation in an outstanding manner  
- Skilful employment of a wide knowledge of language choices, which add value to readers engagement  
- Skilfully *composes* an engaging orientation, which includes majority correct spelling, punctuation and grammar |
| 13-16      | - Effectively *composes* an orientation that is engaging with the  
- Effectively *reflects* on the orientation structure and applies knowledge to embed who, where, when and what of an orientation in an effective manner  
- Effective inclusion of language choices to add meaning  
- Effectively *composes* an engaging orientation, which includes mostly correct spelling, punctuation and grammar |
| 9-12       | - *Composes* a sound orientation that is somewhat engaging  
- *Composes* a sound orientation that embeds some knowledge of who, where, when and what of an orientation, however detail may be lacking.  
- Sound integration of a few well utilised language choices  
- Sound use of spelling, punctuation and grammar to communicate ideas, however errors are evident throughout text |
| 5-8        | - *Composes* a basic orientation that demonstrates an attempt to integrate descriptive language  
- *Composes* a basic orientation with some use of who, where, when and what of an orientation, however some may be missing or present as shallow and lack clarity.  
- Large amounts of spelling, punctuation and grammar error which effects texts ability to maintain cohesion |
| 1-4        | - Attempts to *compose* orientation  
- Limited spelling, grammar and punctuation |
## MARKING GUIDELINES

<table>
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<tr>
<th>Guideline: Descriptive paragraph EN4-4B</th>
<th>Mark/Grade</th>
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<tr>
<td>- Skilfully makes a descriptive paragraph that accurately reflects the chosen image&lt;br&gt; - Makes skilful language choices throughout the descriptive paragraph to effectively shape meaning&lt;br&gt; - Skilful use of spelling, punctuation and grammar in descriptive paragraph to ensure clarity and coherence</td>
<td>9-10</td>
</tr>
<tr>
<td>- Effectively makes a descriptive paragraph that accurately reflects the chosen image&lt;br&gt; - Makes well developed language choices throughout the descriptive paragraph to effectively shape meaning&lt;br&gt; - Effective use of spelling, punctuation and grammar in descriptive paragraph to ensure clarity and coherence</td>
<td>7-8</td>
</tr>
<tr>
<td>- Competently makes a descriptive paragraph that accurately reflects the chosen image&lt;br&gt; - Makes competent language choices throughout the descriptive paragraph to shape meaning&lt;br&gt; - Competent use of spelling, punctuation and grammar in descriptive paragraph to ensure clarity and coherence</td>
<td>5-6</td>
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<tr>
<td>- Makes a descriptive paragraph that reflects the chosen image&lt;br&gt; - Makes basic language choices throughout the descriptive paragraph&lt;br&gt; - Basic use of spelling in descriptive paragraph to ensure some clarity and coherence</td>
<td>3-4</td>
</tr>
<tr>
<td>- Attempts to make a descriptive paragraph that reflects the chosen image&lt;br&gt; - Limited spelling, punctuation and grammar</td>
<td>1-2</td>
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Student Stimulus Choices – Descriptive Paragraph

Please select **ONE** of the following images for the bases of your descriptive paragraph.

1. 

![Image 1](image1.png)

2. 

![Image 2](image2.png)

3. 

![Image 3](image3.png)