

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



YEAR 7 English S, R and P

Creative Writing

Due Date: Term 1, Week 10. Tuesday 3 rd April 2018	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 a found image 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

MARKING GUIDELINES

Guideline: Script EN4-1A	Mark/Grade
<ul style="list-style-type: none"> - Composes a script that skilfully responds to the short film studied in class, recognising the characterisation, events and setting - Composes a skilfully engaging and entertaining script demonstrating skilful imaginative expression - Composes a script that demonstrates a skilful understanding of the textual form and structure. Including all the necessary elements of a script 	9-10
<ul style="list-style-type: none"> - Composes a script that effectively responds to the short film studied in class, recognising the characterisation, events and setting - Composes an effectively engaging and entertaining script demonstrating high imaginative expression - Composes a script that demonstrates an effective understanding of the textual form and structure. Including most of the necessary elements of a script 	7-8
<ul style="list-style-type: none"> - Composes a script that soundly responds to the short film studied in class, recognising the characterisation, events and setting - Composes a sound and entertaining script demonstrating sound imaginative expression - Composes a script that demonstrates a sound understanding of the textual form and structure. Including some of the necessary elements of a script 	5-6
<ul style="list-style-type: none"> - Composes a basic script that responds to the short film studied in class - Composes a basic script demonstrating some imaginative expression - Composes a script that demonstrates a basic understanding of the textual form and structure. Including few of the necessary elements of a script 	3-4
<ul style="list-style-type: none"> - Attempts to compose a script with links to the short film studied in class - Composes a script that demonstrates an elementary understanding of the textual form 	1-2

MARKING GUIDELINES	
Guideline: Orientation 4-2A and 4-9E	Mark/Grade
<ul style="list-style-type: none"> - Skilfully composes an orientation that is capturing and engaging - Skilfully reflects on the an 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 	17-20
<ul style="list-style-type: none"> - 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 	13-16
<ul style="list-style-type: none"> - 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 	9-12
<ul style="list-style-type: none"> - 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 	5-8
<ul style="list-style-type: none"> - Attempts to compose orientation - Limited spelling, grammar and punctuation 	1-4

MARKING GUIDELINES	
Guideline: Descriptive paragraph EN4-4B	Mark/Grade
<ul style="list-style-type: none"> - Skilfully makes a descriptive paragraph that accurately reflects the chosen image - Makes skilful language choices throughout the descriptive paragraph to effectively shape meaning - Skilful use of spelling, punctuation and grammar in descriptive paragraph to ensure clarity and coherence 	9-10
<ul style="list-style-type: none"> - Effectively makes a descriptive paragraph that accurately reflects the chosen image - Makes well developed language choices throughout the descriptive paragraph to effectively shape meaning - Effective use of spelling, punctuation and grammar in descriptive paragraph to ensure clarity and coherence 	7-8

<ul style="list-style-type: none"> - Competently makes a descriptive paragraph that accurately reflects the chosen image - Makes competent language choices throughout the descriptive paragraph to shape meaning - Competent use of spelling, punctuation and grammar in descriptive paragraph to ensure clarity and coherence 	5-6
<ul style="list-style-type: none"> - Makes a descriptive paragraph that reflects the chosen image - Makes basic language choices throughout the descriptive paragraph - Basic use of spelling in descriptive paragraph to ensure some clarity and coherence 	3-4
<ul style="list-style-type: none"> - Attempts to make a descriptive paragraph that reflects the chosen image - Limited spelling, punctuation and grammar 	1-2

Student Stimulus Choices – Descriptive Paragraph

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

1.



2.



3.



Check your assessment booklet for the PHS Assessment Policy