

# Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



<b>Faculty:</b> English	<b>Course:</b> English Advanced.	<b>Time allowed:</b> 50 Minutes in class.
<b>Teacher:</b> Carly Toward	<b>Email:</b> <a href="mailto:carlyann.toward@det.nsw.edu.au">carlyann.toward@det.nsw.edu.au</a>	
<b>Task number:</b> 1	<b>Title:</b> Imaginative Response.	
<b>Year:</b> 11.	<b>Due date:</b> 19/3/2025 – Wed, Week 8.	<b>Weighting:</b> 30%

## Syllabus outcomes assessed:

- **EA11-1** – Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- **EA11-3** – Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
- **EA11-4** – Strategically uses knowledge skills and understanding of language concepts and literary devices in new and different contexts.

## 21<sup>st</sup> Century and employment related skills:

<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	Use of technology
<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Self-reflection and refinement
<input checked="" type="checkbox"/>	Creativity	<input type="checkbox"/>	Problem Solving
<input type="checkbox"/>	Collaboration	<input type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising	<input type="checkbox"/>	Cross-Cultural Understanding

## Task description:

Compose a piece of imaginative writing from the point of view of Paul extending on an event or moment in the novel that resonates with you.

You must ensure you maintain a clear sense of the character that has been established in the novel. You are encouraged to explore the complexities of the characters in the novel, providing a deeper understanding of their nature and motivations.

Your response must be based on the prescribed text studied in class:  
*Maestro* by Goldsworthy.

You should consider the following:

- the precision and effectiveness of your own language choices in the composition of texts
- experimentation with narrative voice and various narrative devices such as; allusion, imagery, characterisation, tone, suspense, inference and dialogue

You will be allocated **two** periods in class, decided by your classroom teacher, to draft your response. You will **NOT** be provided with any teacher feedback during this time of drafting. Peer editing is allowed and encouraged. *The drafting process is intended to help you prepare for the assessment task; however, the draft cannot be taken into the assessment period.*

The feedback policy is as follows:

1. You are allowed ONE piece of written feedback provided by your classroom teacher.
2. You are allowed ONE verbal discussion with the classroom teacher to clarify any further questions.

**Feedback can be given up until Friday 14<sup>th</sup> March 2025**

**Assessment criteria:**

You will be assessed on your ability to **write imaginatively using the prescribed text studied in class.**

**Method of task submission:**

- Task to be completed in class on the due date.

**Marking guidelines:**

Grade	Descriptor	Mark
<b>A</b> <b>17-20</b>	<ul style="list-style-type: none"> <li>Composes a highly engaging piece of original imaginative writing that captures the characterisation of Paul.</li> <li>Skilfully explores Paul's point of view in a new scene, making explicit connections to the text.</li> <li>Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	
<b>B</b> <b>13-16</b>	<ul style="list-style-type: none"> <li>Composes a engaging piece of original imaginative writing that captures the characterisation of Paul.</li> <li>Effectively explores Paul's point of view in a new scene, making explicit connections to the text.</li> <li>Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	
<b>C</b> <b>9-12</b>	<ul style="list-style-type: none"> <li>Composes a sound piece of an original imaginative writing that captures the characterisation of Paul.</li> <li>Adequately explores Paul's point of view in a new scene, making explicit connections to the text.</li> <li>Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	
<b>D</b> <b>5-8</b>	<ul style="list-style-type: none"> <li>Composes a limited imaginative response that captures the characterisation of Paul.</li> <li>Attempts to explore Paul's point of view, making some connections to the text.</li> <li>Demonstrates limited control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	
<b>E</b> <b>0-4</b>	<ul style="list-style-type: none"> <li>Composes an elementary response</li> <li>Demonstrates elementary control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	
<b>N</b> <b>(Stages 5 and 6)</b>	<ul style="list-style-type: none"> <li>Non-Attempt.</li> </ul>	