

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST

Faculty: English	Course: Standard English	Time allowed: 1 period in-class (55 minutes writing time)
Teacher: R. Andrews, D. Crosland, T. Clarke.		Email: Ryan.Andrews24@det.nsw.edu.au
Task number: 1	Title: Reading to Write: Imaginative Response and reflection	
Year: 11	Due date: Week 8, Wednesday, 19/3/25	Weighting: 20%

Syllabus outcomes assessed:

EN11-1 – responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.

EN11-4 – applies knowledge, skills, and understanding of language concepts and literary devices into new and different contexts.

EN11-9 - reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

21st Century and employment related skills:

<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	Use of technology
<input 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:

This task has two parts. You are to compose an imaginative composition and reflection.

Using your knowledge of Steven Herrick's, *By the River*, compose a narrative piece (approx. 700-800 words) that explores the return of one character in the novel, to the township, ten years after the events presented by Herrick. You should make specific reference to aspects of the studied text, while offering an original interpretation of their reaction to returning, the characters they reconnect with, their life experiences and the reason for their return.

In your response, you should demonstrate your knowledge of the broader text, as well as your understanding of character and their perspective.

Reflection – Part (b)

You are to write a reflection (approximately 200 – 250 words), that analyses how and why your creative choices maintained or deviated from the style (tone, mood, diction), point of view, setting, and characterisation of the novel.

You will write the task during period 5 on Wednesday 19.3.25. You will have a total of 55 minutes for the task.

Drafting:

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

Assessment criteria:

You will be assessed on your ability to write imaginatively using a stimulus from the novel 'By the River'.

The feedback policy is as follows:**Academic Rigour**

The task that you submit must be an original composition that reflects your own thoughts, ideas, skills and creativity. This means your submission must be entirely created by you, without the assistance of artificial intelligence or any automated content generation tools for any part of the task that will be formally evaluated according to the marking criteria.

Year 11 Assessment Feedback Policy

Feedback is essential for your performance and enhancing the learning process. To ensure all students benefit equitably from our feedback resources, the following policy outlines how and when feedback can be accessed:

General Guidelines:

- Feedback will only be provided by your classroom teacher to ensure consistency and alignment with course objectives.
- To maintain fairness feedback will not be available for assessments submitted past the designated deadlines.
- Please allow up to two days for the turnaround of written feedback. Plan your submissions accordingly to accommodate this timeframe.

Structured Feedback Process:

1. Planning Stage:
 - Submit your assessment plan using the mandatory planning scaffold to ensure structured and focused feedback.
 - **Deadline:** Plans must be submitted by 5pm Wednesday, March 5. Late submissions will not be eligible for feedback.
2. First Draft Review:
 - Receive detailed written feedback aimed at identifying areas for improvement and enhancing the depth and clarity of your work.
 - **Submission Window:** Though the preferred submission is by Wednesday, March 12, you may submit your draft any time until 5 PM on Friday, March 14.
3. Second Draft Consultation:
 - This stage involves a one-time verbal discussion, focusing on refining and finalising your draft based on prior feedback. You are only eligible for this discussion if you have received feedback on your first draft.
 - **Final Deadline:** Second drafts must be submitted by 5 PM on Friday, March 14 to receive feedback.

Marking Guidelines for Part (a)

<ul style="list-style-type: none">Composes an engaging, original imaginative response that effectively explores a character's returnEffective incorporation of details from the novel to inform the creative compositionDemonstrates effective control of language and structure appropriate to audience, purpose, context and short story form	11-12
<ul style="list-style-type: none">Composes an engaging, original imaginative response that soundly explores a character's return.Sound use of details from the novel to inform the creative compositionDemonstrates sound control of language and structure appropriate to audience, purpose, context and short story form	8-10
<ul style="list-style-type: none">Composes an original, imaginative response that explores a character's return.Some use of details from the novel to inform their creative compositionDemonstrates adequate control of language and structure appropriate to audience, purpose, context and short story form	5-7
<ul style="list-style-type: none">Composes a limited response with limited exploration of a character's return.Limited or inappropriate use of the novel to inform their creative compositionLimited understanding of language and structure appropriate to audience, purpose, context and short story form	3-4
<ul style="list-style-type: none">Composes an elementary response with minimal exploration of a character's return.Minimal or no reference to the novel.Elementary understanding of language and structure appropriate to audience, purpose, context and short story form	1-2
<ul style="list-style-type: none">Non-attempt of task	0

Marking Guidelines for part (b)

<ul style="list-style-type: none">Effective analyses how the creative choices made in the imaginative composition, in part (a), maintain or deviate from the style (tone, atmosphere, setting, characterisation) of the novelDemonstrates effective control of language through clear and concise analysis of language features and explanation of how they maintain or deviate from the style of the selected poem.	7-8
<ul style="list-style-type: none">Analyses how the creative choices made in the imaginative composition, in part (a), maintain or deviate from the style of the novelDemonstrates control of language through clear analysis of language features and explanation of how they maintain or deviate from the style of the selected poem.	5-6
<ul style="list-style-type: none">Explains how the creative choices made in the imaginative composition, in part (a), maintain or deviate from the style of the novelDemonstrates some control of language through explanation of how language features have been used to maintain or deviate from the style of the selected poem.	3-4
<ul style="list-style-type: none">Provides some relevant information about how language has been used in the imaginative composition.	1-2

Imaginative Response & Reflection Planning Scaffold 2024

Use this scaffold to plan out your approach for the assessment task.

Guiding questions have been provided below to assist with your planning. These are here to supplement your ideas and provide a foundation for your plan. You are encouraged to, but not required to answer all of them.

Features / Guiding Questions	Plan:	Feedback:
<p>Character</p> <p>Who is your selected character?</p> <p>Why have you chosen them?</p> <p>In what ways has the character changed over time?</p> <p>What other characters will you include?</p>		
<p>Outline Plot:</p> <p>Why has the character returned to the town?</p> <p>What is the complication in your story?</p> <p>How is tension created to drive the plot forward?</p> <p>What is the resolution?</p> <p><i>Consider integrating current societal issues or altering the story's complications and resolutions to reflect modern values.</i></p>		

<p>Setting</p> <p>Has the town changed or remained the same?</p> <p>What aspects of the setting will you emphasise to further develop your ideas?</p>		
<p>Point of View / Style.</p> <p>What narrative point of view will your narrative utilise?</p> <p>How and why have you maintained or deviated from the original text?</p> <p>How does your selected point of view contribute to the overall meaning in your story?</p>		
<p>Structure</p> <p>Will you utilise a linear structure?</p> <p>Will you incorporate flashbacks?</p>		