Date Distributed: Friday, 21 of February 2020   **Task Weighting: 25%**

Outcomes

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

The creation of a strong setting and well-rounded characters is a crucial element of creative writing. This task will assess students' ability to compose a short, creative piece which establishes setting and characters through the use of visual imagery and language techniques. This piece may be founded on tasks that we have completed in class and may be used as evidence of work for future assessment tasks in this course.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This assessment task is essential to the development of student's personal practice as well as the stylistic elements of your creative writing. This task will also allow students to gain feedback on their writing and reflect purposefully on their creative process.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

In class, we have been learning about what makes effective creative writing with strong reference to setting and characterisation. In this assessment task, you are to explore the conventions of setting and characterisation through the use of literary forms and features.

You are to write a vignette* of **700-900 words** in which you establish **ONE** setting and **AT LEAST ONE** character. In this task, you need to write in **PROSE**. You may also use your own personal experience if you wish.

For this task, you may develop the setting and characters of a piece of writing that you have composed earlier in the term. It must not, however, be developed from a piece of writing that has been submitted for a previous assessment task.

You will be given TWO periods in order to help you complete this task, however, you need to ensure that you are consistently working on your writing at home.

*vignette- a brief evocative description, account, or episode.

A checklist appears below to help you prepare for this assessment:

☐ I have revised my notes from class; particularly those on 'setting' and 'character'.

☐ I have revised the techniques that are used within creative writing in order to use these in my own composition.

☐ I have written a draft creative response, requested feedback and refined my writing for spelling, punctuation and grammar errors. (Your draft may be submitted to Miss Foreshew for feedback NO LATER THAN **5pm on Wednesday, 11th of March, 2020**. Please be aware of the class process for requesting feedback from your teacher.)

☐ I have written a final creative response and formatted my work according to submission specifications.

☐ I have filled in my assessment task coversheet and attached this to my task. I have a hard copy of the task ready to hand in at the beginning of PERIOD 1 on **Friday, 20 of March 2020.**

Details for Submission

Your assessment task needs to comply with the following specifications;

- Fully typed; Times New Roman/Calibri font; 12pt; double spaced.
- Comply with word length specification; write your word count where indicated on the coversheet.
- An assessment task cover sheet must accompany your task.
- All assessment tasks must be submitted as a hard copy, single staple (if required), no plastic sleeves.
- All assessment tasks must be submitted during class on the due date.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

2020 Year 10 Creative Writing: Task One- Setting and Character

CONTENT MARKING CRITERIA	1	2	3	4	5
Expression The composer's ability to orient and sustain engagement with the audience.	- Attempts to create a setting. - Attempts to establish ONE (flat) character.	- Creates a limited setting. - Establishes ONE (flat) character.	- Creates a setting. - Establishes ONE (round) character.	- Creates an effective setting. - Effectively establishes ONE (round) character.	- Skilfully create a setting. - Skilfully establishes TWO (round) characters.
Language The use of language forms and features to engage the reader.	-Attempt to use 1-2 simple language features.	-Uses 1-2 simple language features.	-Uses 3 language features.	-Effectively uses 4 or more language features.	-Skilfully uses 4 or more language features of a wide variety.
Ideas The selection, relevance and complexity of ideas.	-Cliché or superficial ideas. -Attempt to structure a response.	-Simple ideas not elaborated. -Creative response is structured in a limited way.	-Idea(s) are clear with some elaboration. -Creative response is structured appropriately for audience, purpose and context.	-Ideas are elaborated to effectively engage the reader. -Creative response is structured effectively for audience, purpose and context.	-Sophisticated ideas are elaborated to skilfully engage the reader. -Creative response is structured skilfully for audience, purpose and context.

LITERACY MARKING CRITERIA	Descriptors				
	0	**1**	**2**	**3**	**4**
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and *at least two* examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

Content Mark_____/15 + Literacy Mark* _____/5 = Total Mark_____/20

*Your raw Literacy Mark will initially be /20. This mark is then divided by 4 for weighting purposes. This mark /5 will be added to your Content Mark in order to calculate your Total Mark /20

Gymea Technology High School
INSPIRE. LEARN. SUCCEED.

Name	
Class	10 Creative Writing Elective
Task	
Date Due	Friday, 20 of March 2020
Date Submitted	
Misadventure/Extension	YES / NO

Sign: _____

By signing this assessment cover sheet, I acknowledge that this assessment task is all my own work.

Feedback to Classroom Teacher (optional):