**Assessment Task 1**  
Creative Composition and Reflection Statement

<table>
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<tr>
<th>Assessment Task 1</th>
<th>Date Issued</th>
<th>Due Date</th>
<th>Weighting</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Week 5 2019</td>
<td>Wednesday 3rd April 2019</td>
<td>30%</td>
<td>A-E</td>
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**SUBMISSION INSTRUCTIONS**

Part A and B are to be submitted to the relevant posts in the 2019 Yr 11 Standard English Google Classroom by 9.00am on Wednesday 3rd April. Late submissions will have zero marks awarded unless accompanied by the relevant application for illness/misadventure form which can be found in the Yr 11 Assessment Manual, located on the College Website.

**CONTEXT (OR PURPOSE) FOR THE TASK**

This unit aims to develop critical and creative writing skills essential for success in Stage 6 English. The acquisition of these skills requires students to read a wide range of quality texts from a variety of forms. Using these texts as models, students will develop their own skills in imaginative composition and reflective writing.

**TASK RUBRIC**

Students will be assessed on how well they:

**Part A**
- Compose an engaging composition.
- Represent and explore a concept/theme of your choosing through form and genre that prompts interest and is appropriate to audience and purpose.
- Demonstrate control of language through appropriate use of form, language and literary techniques

**Part B**
- Compose an extended reflective response in academic register, demonstrating control of language: using forms, features and structures appropriate to purpose and audience.
- Persuade your audience to understand and appreciate the power of your composition as a conceptual or symbolic representation.
- Demonstrate an understanding of the processes employed in the creative composition.
- Demonstrate an understanding of the way language is employed to create meaning in creative texts.
- Evaluate the diverse ways texts can represent personal and public worlds and recognise how they are valued.
- Reflect on, monitor and evaluate learning experiences.

**THE TASK**

**PART A - Creative Composition – 15%**
- You are to write a creative composition of 1000 to 1200 words. The composition is to use ONE of the four stimuli provided below in a substantial manner.
- You may choose to write in a narrative form, dramatic monologue, speech, discursive essay or other form studied in class.
- You may write in any genre of your choosing.

**PART B - Reflection on Process of Creation – 15%**
Compose and submit a 900-1200 word reflection on the process of creating your composition AND your learning. You should reflect on the following:
- What was the impetus for your initial ideas or concept?
- What was the intended purpose and audience of your piece? (be specific)
- How did your initial ideas/concept change and what were the reasons for the changes?
- What is the Intended genre and form of your composition? Why?
- What elements did you use in your composition to represent this genre and form?
- What stylistic choices and language techniques did you use to create and shape meaning?
- What research and reading did you carry out to help prepare you to write your composition? How has the work of other writers influenced the process of your own writing?
- What is the theme/themes of your piece?
- What are the strengths and weaknesses of your learning process throughout the completion of this task?
**OUTCOMES BEING ASSESSED, GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES**

| EN11-1 | responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure. |
| EN11-2 | uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies. |
| EN11-3 | analyses and uses language forms, features and structures of texts, consider the appropriateness for purpose, audience and context and explains effects on meaning. |
| EN11-4 | applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts. |
| EN11-5 | thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments. |
| EN11-9 | reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner. |

English Stage 6 provides a context within which students develop general competencies which are essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Additionally, the following general capabilities and cross-curriculum priorities will be addressed in the study of this unit and in the completion of the Assessment Task.

- Critical and creative thinking
- Ethical understanding
- Information & communication technology
- Intercultural understanding
- Literacy & Numeracy
- Personal and social capability
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Diversity
### CRITERIA PART A: CREATIVE COMPOSITION

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Highly engaging composition. &lt;br&gt; Ideas or concept represented are evocative and appropriate to audience, purpose and form and are explored in an insightful or perceptive manner with powerful use of symbolism. &lt;br&gt; Highly skilful employment of form, language and literary techniques to convey meaning.</td>
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<tr>
<td>B</td>
<td>Engaging composition. &lt;br&gt; Ideas or concept represented are interesting and appropriate to audience purpose and form and are explored in a considered and thoughtful manner, with effective use of symbolism. &lt;br&gt; Skilful employment of form, language and literary techniques to convey meaning.</td>
</tr>
<tr>
<td>C</td>
<td>Sound composition with some interesting elements &lt;br&gt; Ideas are promising and generally appropriate to audience purpose and form, exploration is sound but not executed with depth or insight, with adequate use of symbolism. &lt;br&gt; Substantial employment of form, language and literary techniques to convey meaning.</td>
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<tr>
<td>D</td>
<td>Attempts to create a composition &lt;br&gt; Some interesting ideas and/or symbolism evident, perhaps not fully formed or lacking depth or integrity in execution. &lt;br&gt; Attempts appropriate use of form and use of literary techniques to convey meaning.</td>
</tr>
<tr>
<td>E</td>
<td>Attempt to compose a response, maybe unfinished &lt;br&gt; Ideas are limited or inappropriate &lt;br&gt; Use of form and language is limited or inappropriate</td>
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<td>0</td>
<td>Non-Attempt/ Non-Serious Attempt/ Academic Malpractice - N determination Warning Letter Issued.</td>
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**Feedforward:**

### CRITERIA PART B: CRITICAL REFLECTION ON THE CREATIVE PROCESS

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| **A** | Composes a perceptive extended reflective response in academic register, demonstrating control of language: using forms, features and structures appropriate to purpose and audience.  
Powerful employment of persuasive language to lead your audience to an understanding and appreciation of the power of your composition as a conceptual or symbolic representation.  
Demonstrates an insightful understanding of the processes employed in the creative composition.  
Demonstrates an insightful understanding of the way language is employed to create meaning in creative texts.  
Provides a perceptive evaluation of the diverse ways texts can represent personal and public worlds and recognise how they are valued  
Demonstrates a highly skilful ability to reflect on, monitor and evaluate learning experiences and to employ a range of collaborative and independent learning strategies to achieve the aim of the composition. |
| **B** | Composes a considered extended reflective response that reaches for academic register, demonstrating control of language: using forms, features and structures appropriate to purpose and audience.  
Considered employment of persuasive language that attempts to lead your audience to an understanding of the power of your composition as a conceptual or symbolic representation.  
Demonstrates a well-developed understanding of the processes employed in the composition.  
Demonstrates a well-developed understanding of the way language is employed to create meaning in creative texts.  
Provides a considered evaluation of the diverse ways texts can represent personal and public worlds and recognise how they are valued.  
Demonstrates a skilful ability to reflect on, monitor and evaluate learning experiences and to employ a range of collaborative and independent learning strategies to achieve the aim of the composition. |
| **C** | Composes a sound extended reflective response that demonstrates sound control of language: generally using forms, features and structures appropriate to purpose and audience.  
Sound employment of persuasive language that attempts to lead your audience to an understanding of your composition as a conceptual or symbolic representation.  
Demonstrates a developed understanding of the processes employed in the creative composition.  
Demonstrates a developed understanding of the way language is employed to create meaning.  
Provides a sound evaluation of the diverse ways texts can represent personal and public worlds and recognise how they are valued.  
Demonstrates a sound ability to reflect on experiences and to employ a range of learning strategies to achieve the aim of the composition. |
| **D** | Composes a sound extended reflective response that demonstrates sound control of language: generally using forms, features and structures appropriate to purpose and audience.  
Limited use of persuasive features  
Demonstrates a developing understanding of the processes employed in the creative composition.  
Demonstrates a developing understanding of the way language is employed to create meaning.  
Provide a limited evaluation of the ways texts can represent personal and public worlds.  
Demonstrates a limited ability to reflect on experiences. |
| **E** | Composes a response.  
Demonstrates a basic understanding of the creative process. |

**Non-Attempt/ Non-Serious Attempt/ Academic Malpractice - N determination Warning Letter Issued.**