



MOUNT ANNAN HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

FACULTY	ENGLISH	COURSE	STAGE 5	YEAR	10
TASK NUMBER	2	TASK NAME	CREATIVE WRITING - THEMATIC STUDY		
TASK WEIGHT	25%				
DATE OF NOTIFICATION	TUESDAY WEEK 4, TERM 2 (21/5/24)				
DUE DATE	FRIDAY WEEK 6, TERM 2 (7/6/24), Period 2				

TASK DESCRIPTION / INSTRUCTIONS

What do I need to do?

- Choose a scene from the film, *'Stand By Me'* and rewrite it from another character's point of view. For example: the campfire scene, but from Vern's perspective.
- Your writing must reflect one of the themes explored in the film. Your response needs to be at least **800 words** and should reflect the themes you have studied in class.

How do I do this?

- You will write your creative piece in your designated English lesson - **Friday 7th June, Week 6, Period 2**. You will be given 55 minutes to complete the task.
- Choose the scene that you wish to rewrite.
- Choose the relevant theme and character/s.
- Check with your English teacher that your scene, theme and character/s are suitable.
- Complete the template in class and submit to your classroom teacher.

How do I submit this?

- You will write your creative piece in your designated English lesson - **Friday 7th June, Week 6, Period 2**. You will be given 55 minutes to complete the task.
- You will only be allowed to have your completed template with you. This will be completed in class, collected by your classroom teacher and redistributed to you on the day of the task.

If you wish to submit a **draft**, this must be submitted no later than **Friday 31st May 2024**. Your teacher will provide feedback but not award you a suggested mark.

OUTCOMES

- **EN5-1A:** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- **EN5-2A:** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
- **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.
- **EN5-6C:** investigates the relationships between and among texts.

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Tasks completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task. ● Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero-mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-scedules.html>

Tear this off and submit with your completed task.

Statement of Authenticity and Academic Integrity

In signing this statement, you are certifying that:

- the planning, development, content and presentation of this assessment is your own work in every respect.
- this assessment task has not been copied from another person's work, from books, the internet, or any other source
- you have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development

Malpractice procedures will be followed if you are found to be contravening the above statement.

Name: _____ Signed: _____

Date: _____

Year 10 Creative Writing Assessment - Template

- Your English teacher will dedicate ONE period in class for you to complete the template. You will return this to your teacher at the end of the lesson.
- This will be distributed to you on the day of the assessment (Friday, 7th June, Week 6).
- Make sure your name and class are clearly written in the space provided.

Name: _____

Class: _____

Brief description of chosen scene:

Chosen theme:

Which character's point of view are you writing from:

What plot details are you going to KEEP or REMOVE in your version?

What plot details are you going to ADD in your version? (Think about the character that you are writing from - what do we know about them that you could include?)

Year 10 Assessment Task 2 - Thematic Creative Writing

Name: _____

Class: _____

Grade: _____

Criteria	A	B	C	D	E
<p>EN5-1A, EN5-5C</p> <p>A: Compose a sophisticated and imaginative creative response that demonstrates an understanding of the film and its themes.</p> <p>B: Compose an engaging and imaginative interpretation that demonstrates their understanding of the film and its themes.</p> <p>C: Compose an imaginative interpretation that demonstrates their understanding of the film and its themes.</p> <p>D: Compose an imaginative interpretation that demonstrates some understanding of the film and its themes.</p> <p>E: Minimal attempt to compose a text.</p>	<ul style="list-style-type: none"> • Purposeful selection of a relevant scene that clearly aligns with the film, providing a meaningful foundation for the entirety of the piece. • Skilful response that explores the character’s point of view with precision and purpose. The character’s voice and purpose is sustained throughout the response. • There is a sophisticated connection made between the scene, response and theme of the film. • Skilfully composes an imaginative response that is engaging and coherent. 	<ul style="list-style-type: none"> • Purposeful selection of a relevant scene that aligns with the film. The scene provides a foundation for the piece. • Effective use of the character’s point of view. There is clarity in the character’s voice and purpose. At times, this may be lost in the response. • There is an effective connection made between the scene, response and theme of the film. • Effectively composes an imaginative response that is engaging and coherent. At times, the structure has impacted the cohesion of the piece. 	<ul style="list-style-type: none"> • Selection of a relevant scene that aligns with the film. The scene provides a foundation for the piece, but it is not sustained. • The response correctly uses the character’s point of view. It is mostly identified at the beginning and/or end of the piece. • There is a vague connection made between the scene, response and theme of the film. • Composes a response that is engaging and/or coherent. At times, the marker needs to infer the connections between the plot elements, characterisation, structure. 	<ul style="list-style-type: none"> • Selection of a relevant scene. • Attempts to use the character’s point of view. It is not sustained throughout the piece. • The response engages the audience, however, there is a lack of cohesion and purpose to the piece. • There is a lack of connection made between the scene, response and theme of the film. 	<ul style="list-style-type: none"> • Attempts to compose a response. • There is a lack of structure or purpose.
<p>EN5-6C</p> <p>A: Skilfully transfer knowledge, skills and understanding of language concepts into new and appropriate contexts.</p> <p>B: Effectively transfer knowledge, skills and understanding of language concepts into new and appropriate contexts.</p> <p>C: Transfer knowledge, skills and understanding of language concepts into new and appropriate contexts.</p> <p>D: Attempts to transfer knowledge, skills and understanding of language concepts into new and appropriate contexts.</p> <p>E: Minimal attempt to transfer knowledge into new and appropriate contexts.</p>	<ul style="list-style-type: none"> • Skilful use of narrative elements, including plot development, characterisation, dialogue and structure. • Skilfully crafts an imaginative piece that uses a range of sophisticated language forms and features that are appropriate to the text type. This has been used to create meaning. • Well-chosen and sophisticated use of stylistic features to engage the reader and deepen the purpose of the piece. • Skilfully maintains the appropriate use of language features and stylistic devices throughout the response. 	<ul style="list-style-type: none"> • Effective use of narrative elements, including plot development, characterisation, dialogue and structure. Some elements were more effective than others. • Effectively crafts an imaginative piece that uses a range of sophisticated language forms and features that are appropriate to the text type. At times, this was used to create meaning. • Effective use of stylistic features to engage the reader and deepen the purpose of the piece. A more thoughtful use of such devices is suggested. • Competently integrates the appropriate use of language features and stylistic devices throughout the response. At times, it is not sustained, however, it does not hinder the purpose of the response. 	<ul style="list-style-type: none"> • Sound use of some narrative elements, including plot development, characterisation, dialogue and structure. A more purposeful approach to incorporating these elements is suggested. • Crafts an imaginative piece that uses some language devices. There are some issues with its appropriateness to the type of text selected. Some meaning is lost as a result. • There is evidence of the use of stylistic features to engage the reader, however, links to the purpose of the response are unclear and vague at times. • Attempts to use appropriate language devices and/or stylistic features within the response. This is not maintained and hinders the purpose of the response. 	<ul style="list-style-type: none"> • Limited use of narrative elements with many being left out. This has impacted the cohesion of the piece. • Demonstrates the limited use of language forms and features to the type of text selected. The meaning of the text must be inferred. • Demonstrates the limited use of stylistic devices and the links to the purpose of the response is missing. It does not provide further meaning or insight into the response. • Limited use of language devices or stylistic features in the response. 	<ul style="list-style-type: none"> • Demonstrates an elementary use of language forms and stylistic devices when crafting a sustained piece.
<p>EN5-2A</p> <p>A: Skilfully use correct and appropriate punctuation, grammar and spelling to aid in the reading of the text.</p> <p>B: Effectively use correct and appropriate punctuation, grammar and spelling to aid in the reading of the text.</p> <p>C: Use correct and appropriate punctuation, grammar and spelling to aid in the reading of the text.</p> <p>D: Attempts to use correct and appropriate punctuation, grammar and spelling to aid in the reading of the text.</p> <p>E: Minimal attempt to use correct and appropriate punctuation, grammar and spelling to aid in the reading of the text.</p>	<ul style="list-style-type: none"> • Response is sophisticated and sustained, with the spelling/punctuation /grammar all correct. • Sophisticated control of language that is appropriate to an imaginative piece. • Skilful use of the appropriate structure that further aids the reading of the response. 	<ul style="list-style-type: none"> • Response is effective, with the spelling/punctuation/ grammar being mostly correct. • Effective control of language that is appropriate to an imaginative piece. • Effective use of the appropriate structure that supports the reading of the response. Some elements of the structure may impact cohesion and form. 	<ul style="list-style-type: none"> • There are some errors with spelling, grammar and punctuation, however they do not impede meaning, so therefore, the response is sound. • Sound use of language that is appropriate to an imaginative piece. • Sound use of the appropriate structure. At times, there are issues with cohesion and the marker must infer meaning. 	<ul style="list-style-type: none"> • Errors with spelling, grammar and punctuation impede meaning. • Lack of appropriate structure renders the response incoherent. • Issues with cohesion. This has impacted the purpose and form of the response. 	<ul style="list-style-type: none"> • Consistent errors with spelling, grammar and punctuation that impede meaning. • Lack of appropriate structure.

