



# MOUNT ANNAN HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>FACULTY</b>	English	<b>COURSE</b>	Stage 4	<b>YEAR</b>	8
<b>TASK NUMBER</b>	2	<b>TASK NAME</b>	In-Class Task (Context/Drama)		
<b>TASK WEIGHT</b>	25%				
<b>DATE OF NOTIFICATION</b>	Thursday Week 4, Term 2 2024 (23.6.24)				
<b>DUE DATE</b>	Thursday Week 6, Term 2 2024 (6.6.24) 8C - Period 1 8E - Period 2 8A - Period 3		Friday Week 6, Term 2 (7.6.24) 8D - Period 1 8B - Period 3 8F - Period 4		

### TASK DESCRIPTION / INSTRUCTIONS

#### What do I need to do?

You are to write an imaginative piece of writing that is inspired by the CONTEXT of the play you have studied this term. Your response should be at least 600 words.

#### How do I do this?

- You will write your imaginative piece in your designated English lesson in **Week 6**. You will be given 50 minutes to complete this task.
- Make sure you understand the CONTEXT of the play you have studied in class.
- Complete the template in class. This will be completed in class, collected by your classroom teacher and redistributed to you on the day of the task.

#### How do I submit this?

- You will write your imaginative piece in your designated English lesson in Week 6. You will be given 50 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 or grade.

### OUTCOMES

- **EN4-5C:** Thinks imaginatively, creatively, interpretively and critically about information, ideas and argument to respond to and compose texts.
- **EN4-7D:** Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
- **EN4-8D:** Identifies, considers and appreciates cultural expression in texts.
- **EN4-9E:** uses, reflects on and assesses their individual and collaborative skills for learning.

## 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 the 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>

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*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 8 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 (
- Make sure your name and class are clearly written in the space provided.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Title of the play you studied: \_\_\_\_\_

What is the context of the play you studied (include country, time period):

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How will your story link to the above context?

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Main event or conflict of YOUR story:

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Who is your main character? Include a description of them:

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Plot out your narrative.

Orientation:

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**Rising action:**

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**Climax:**

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**Falling action:**

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**Resolution:**

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## Year 8 Assessment Task 2 – Contextual Creative Writing

**Name:**

**Class:**

**Grade:**

Criteria	A	B	C	D	E
<p><b>EN4-8D, EN4-7D</b></p> <p><b>A:</b> Compose a sophisticated and imaginative creative response that displays a detailed application of contextual concepts in reference to their play of study.</p> <p><b>B:</b> Compose an engaging and imaginative creative response that displays an application of some contextual concepts in reference to their play of study.</p> <p><b>C:</b> Compose an imaginative creative response that displays an application of contextual concepts that are somewhat related to their play of study.</p> <p><b>D:</b> Compose an interpretation that displays little application of contextual concepts but may not be related to their play of study.</p> <p><b>E:</b> Minimal attempt to compose a text.</p>	<ul style="list-style-type: none"> <li>● Meaningful selection of a contextual concept that clearly aligns with the play, allowing for a powerful imaginative piece of writing.</li> <li>● A meaningful application of character that aligns with the contextual perspective and adds to the purpose of the imaginative piece.</li> <li>● Sophisticated connections between the imaginative piece and their play of study.</li> <li>● Sophisticated links to broader world ideas represented through the contexts that are present in the piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Purposeful selection of a contextual concept that mostly aligns with the play, allowing for a somewhat impactful imaginative piece of writing.</li> <li>● An effective application of character that aligns with the contextual perspective.</li> <li>● Effective connections between the imaginative piece and their play of study.</li> <li>● Effective links to broader world ideas represented through the contexts that are present in the piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Selection of a contextual concept that somewhat aligns with the play, forming an imaginative piece of writing that is mostly sustained.</li> <li>● A sound application of character that somewhat adheres to contexts within their play of study.</li> <li>● Apparent connections between the imaginative piece and their play of study.</li> <li>● Attempts to link to broader world ideas represented through the contexts that are present in the piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Selection of a contextual concept.</li> <li>● Attempts to use character to give meaning to their imaginative piece.</li> <li>● There are apparent connections between the imaginative piece and characters but are not clearly demonstrated.</li> <li>● Minimal links to broader world ideas in the piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Attempts to compose a response.</li> <li>● There is a lack of structure or purpose regarding the imaginative piece.</li> </ul>
<p><b>EN4-5C</b></p> <p><b>A:</b> Skilful and dynamic use of creative language features, setting, plot and character, showcasing a transfer of knowledge to compose an imaginative response.</p> <p><b>B:</b> Effective use of creative language features, setting, plot and character, showcasing a transfer of knowledge to compose an imaginative response.</p> <p><b>C:</b> Sound use of creative language features, setting, plot and character, showcasing a transfer of knowledge to compose an imaginative response.</p> <p><b>D:</b> Attempts to use creative language features, setting, plot and character, showcasing a transfer of knowledge to compose an imaginative response.</p> <p><b>E:</b> Minimal attempt at using creative language features, setting, plot and character.</p>	<ul style="list-style-type: none"> <li>● Skilful application of language forms and features to enhance the use of relevant narrative elements of an imaginative piece.</li> <li>● Form and structure of the piece adds a sophisticated level of emphasis on the meaning and contexts within.</li> <li>● Piece is highly captivating, imploring the reader to engage and reflect upon the ideas within.</li> <li>● A cohesive and sustained piece that appropriately applies language features and stylistic choices to strengthen the effectiveness of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Purposeful application of language forms and features to support the use of relevant narrative elements of an imaginative piece.</li> <li>● Form and structure of the piece adds a thorough level of emphasis on the meaning and contexts within.</li> <li>● Piece is engaging, leading the reader to feel more informed of the ideas within.</li> <li>● A cohesive piece that applies language features and stylistic choices enhancing parts of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Competent application of language forms and features to support the use of some narrative elements of an imaginative piece. Greater application would have enhanced the piece.</li> <li>● Form and structure of the piece adds a sound level of emphasis on the meaning and contexts within.</li> <li>● Piece is somewhat engaging, leading the reader to feel informed of the ideas in certain areas of their writing. Reader has to infer meaning at times.</li> <li>● Some issues with cohesion, however, this has not hindered the meaning or purpose of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Minimal application of language forms and features to support the setting and plot of the imaginative piece.</li> <li>● Form and structure of the piece are basic and lack emphasis on the meaning and contexts within.</li> <li>● Piece attempts to engage the reader.</li> <li>● Issues with cohesion. The lack of structure has impacted the meaning and purpose of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates an elementary use of language forms and stylistic devices when crafting a sustained piece.</li> </ul>
<p><b>EN4-9E</b></p> <p><b>A:</b> Skilfully applies skills of punctuation, grammar and spelling to support and enhance their imaginative piece.</p> <p><b>B:</b> Effectively applies skills of punctuation, grammar and spelling to support the structure of their imaginative piece.</p> <p><b>C:</b> Consistently uses correct punctuation, grammar and spelling in their imaginative piece.</p> <p><b>D:</b> Attempts to use correct punctuation, grammar and spelling in their imaginative piece.</p> <p><b>E:</b> Minimal attempt at using correct punctuation, grammar and spelling in their imaginative piece.</p>	<ul style="list-style-type: none"> <li>● Response is highly coherent and presents the correct application of spelling/punctuation /grammar.</li> <li>● Response demonstrates a deep consideration of context, indicated by language used throughout.</li> </ul>	<ul style="list-style-type: none"> <li>● Response is coherent and presents the correct application of spelling/punctuation/grammar with some minor errors.</li> <li>● Response demonstrates a thoughtful consideration of context, indicated by some of the language used throughout.</li> </ul>	<ul style="list-style-type: none"> <li>● Response is readable and mostly coherent, presenting errors in the application of spelling/ punctuation/ grammar.</li> <li>● Response demonstrates some consideration of context and may lack connection to the language used throughout.</li> </ul>	<ul style="list-style-type: none"> <li>● Response is mostly readable; however, the application of spelling/ punctuation/ grammar limits the effectiveness of their writing.</li> <li>● Response demonstrates a lack of consideration regarding the context of their piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent errors with spelling, grammar and punctuation that impede meaning.</li> <li>● Minimal consideration regarding the context of their piece.</li> </ul>