



MOUNT ANNAN HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

FACULTY	ENGLISH	COURSE	STAGE 5	YEAR	9
TASK NUMBER	2	TASK NAME	CREATIVE WRITING - IN-CLASS TASK		
TASK WEIGHT	25%				
DATE OF NOTIFICATION	THURSDAY 23rd MAY, WEEK 4, TERM 2				
DATE OF TASK	THURSDAY 6th JUNE, WEEK 6, TERM 2, PERIOD 4				

TASK DESCRIPTION / INSTRUCTIONS

What do I need to do?

You are to choose TWO elements from the novel you have studied in class and use them as inspiration for your own imaginative piece of writing. 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 - Thursday 6th June, Period 4**. You will be given 55 minutes to complete this task.
- Make sure you understand the narrative elements of the novel you have studied in class. Eg. Setting, structure, character/s, symbols, plot. etc.
- 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 - Thursday 6th June, Period 4**. 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 or grade.

OUTCOMES

- **EN5-RVL-01** uses a range of personal, creative and critical strategies to interpret complex texts
- **EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
- **EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
- **EN5-ECA-01** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

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>

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 9 Creative Writing Assessment – Template

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

Name: _____

Class: _____

Novel: _____

Element #1 from novel (provide a brief explanation):

How will you use this element in your own story?

Element #2 from novel (provide a brief explanation):

How will you use this element in your own story?

What real-world concern/s will your story address? How will you show this?

Plot out our story using the narrative structure:

Orientation -

Complication -

Rising Action -

Climax -

Falling Action -

Resolution -

Year 9 Assessment Task 2 - Imaginative Writing

Name: _____ **Class:** _____ **Grade:** _____

Criteria	A	B	C	D	E
<p>EN5-RVL-01, EN5-URB-01 A: Skilfully integrates TWO meaningful elements from the novel into an original and imaginative piece of writing, demonstrating a sophisticated understanding of the novel’s concerns. B: Effectively incorporates TWO elements from the novel into an original and imaginative piece of writing, demonstrating a competent understanding of the novel’s concerns. C: Makes clear links to at least ONE element from the novel by composing an original and/or imaginative piece of writing, demonstrating a sound understanding of the novel’s concerns. D: Attempts to compose an imaginative piece of writing with some links to elements from the novel, demonstrating a basic understanding of the novel’s concerns. E: Minimal attempt to compose an imaginative piece of writing.</p>	<ul style="list-style-type: none"> You have selected and purposefully integrated TWO elements from the novel in a sophisticated and sustained manner throughout the response. This has set up a strong foundation for the entirety of your response. You have used the elements purposefully to compose an original piece that offers insight into an imagined world. You have meaningfully developed your response to address real-world concerns. 	<ul style="list-style-type: none"> You have selected and integrated TWO elements from the novel in an effective and sustained manner throughout the response. This has set up the foundation for the entirety of your response. You have used the elements effectively to compose an original piece that offers insight into an imagined world. You have effectively developed your response to address real-world concerns. 	<ul style="list-style-type: none"> You have selected at least one element from the novel to set up as the basis of your response. Links to the novel need to be inferred by the reader. You have composed a response that offers insight into an imagined world. You have touched on areas linked to real-world concerns. This could have been further developed and sustained throughout the response. 	<ul style="list-style-type: none"> You have made some links to the novel. At times, this is unclear to the reader. You have attempted to compose a response based in an imagined world. You have attempted to make links to real-world issues. This is unclear to the reader and does not link to the rest of the response. 	<ul style="list-style-type: none"> You have attempted to compose a response that links to the novel studied.
<p>EN5-URA-01 A: The response is cohesive and uses effective word and sentence-level structures to demonstrate an insightful understanding of how language forms, features and structures shape meaning. B: The response uses word and sentence-level structures to demonstrate a competent understanding of how language forms, features and structures shape meaning. C: The response uses some word and sentence-level structures to demonstrate a sound understanding of how language forms, features and structures shape meaning. D: The response uses basic sentence-level structures, language forms, features and structures. E: The response demonstrates a limited understanding of sentence-level structures, language forms, features and structures.</p>	<ul style="list-style-type: none"> You have purposefully selected and crafted sentences of varying length and complexity to support cohesion throughout your response. You have applied skilful punctuation to suit the purpose of your response and to support clarity and meaning. You have made sophisticated vocabulary choices that enhance the reader’s understanding and shape meaning. 	<ul style="list-style-type: none"> You have competently selected and crafted sentences of varying length and complexity to support cohesion throughout your response. You have competently applied punctuation to suit the purpose of your response and to support clarity and meaning. You have made competent vocabulary choices that impact the reader’s understanding and shape meaning. 	<ul style="list-style-type: none"> You have used sentences of varying length and/or complexity to create some cohesion within your response. You have used punctuation to suit the purpose of your response. You have made some vocabulary choices to impact the reader’s understanding and shape meaning. 	<ul style="list-style-type: none"> You have used sentences to structure your ideas. You have attempted to use punctuation to suit the purpose of your response. You have made some vocabulary choices with limited effect. 	<ul style="list-style-type: none"> You have attempted to compose a response. There is elementary control of sentence, punctuation and vocabulary.
<p>EN5-ECA-01 A: Skilfully uses the appropriate text structures of a narrative (plot, characterisation, language forms and features) to craft a purposeful response. B: Effectively uses the appropriate text structures of a narrative (plot, characterisation, language forms and features) to craft a purposeful response. C: Uses the appropriate text structures of a narrative (plot, characterisation, language forms and features) to craft a purposeful response. D: Attempts to use the appropriate text structures of a narrative (plot, characterisation, language forms and features) to craft a purposeful response. E: Limited use of text structure of a narrative.</p>	<ul style="list-style-type: none"> You have skilfully experimented with features of writing consistently throughout your response. You have purposefully selected and adapted the codes and conventions of imaginative writing in an intentional manner to engage your reader. You have applied and sustained a narrative voice that communicates your themes and enhances the engagement of your reader. 	<ul style="list-style-type: none"> You have experimented with features of writing throughout your response. You have experimented with the codes and conventions of imaginative writing in a manner to engage your reader. You have applied a narrative voice that communicates your themes and engages your reader. 	<ul style="list-style-type: none"> You have used features of writing within your response. You have used the codes and conventions of imaginative writing to attempt to engage your reader. You have attempted to apply a narrative voice to communicate your ideas and engage your reader. 	<ul style="list-style-type: none"> You have attempted to use features of writing at times in your response. You attempt to use the codes and conventions of imaginative writing. Greater use of narrative elements could have aided in communicating your ideas. 	<ul style="list-style-type: none"> Your response demonstrates very limited control of structure.