



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English Course: Preliminary Extension English Year: 11

Assessment Task: Imaginative Response with Reflection

Assessment Weighting: 30% Due: Term 1 Week 10 Date: **Thursday March 30th, 2023**

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

EE11-2, EE11-3, EE11-6

Task Description/Overview

The Darkness Within - Imaginative Writing and Personal Reflection

Detailed Assessment Task Description

Part One: In this task, you are required to compose a piece of imaginative writing inspired by your study of *The Darkness Within* and the provided stimulus:

But, truly, the darkness is simply a piece of the whole,
neither good nor evil - unless you make it so...

Your narrative must also draw on **Gothic conventions** investigated during our investigation of a range of gothic texts. Length: 800- 1200 words

Part Two: In addition, you will be required to submit a reflection on the process of composing your piece and how you have been influenced by your evaluation of texts in this genre. You will be required to provide detailed personal responses to the questions below. In your answers, you should engage in detail with your own text. The questions are:

1. Discuss the purpose of your piece and how you have featured **the concept of 'the darkness within.'**
2. Which **Gothic conventions** did you employ in your response, and how were these choices **influenced by your reading / exploration of gothic texts?**
3. How did you employ **language techniques** to create an effective piece of writing?

Your answers to these **reflection** questions, should give **quotes/examples** from your imaginative writing and **explore your technical choices** to shape meaning within your text. **Each response should be approximately 200- 300 words.**

BOTH parts should be submitted ONLINE via Canvas as a word or word.docx file.

Part One Assessment Criteria – Imaginative Writing		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • composes a skilfully crafted imaginative text that explores the darkness within and the provided stimulus • uses a broad and highly effective range of language forms and features to express ideas • demonstrates sophisticated ability to use language to communicate complex ideas 	17-20
High (H)	<ul style="list-style-type: none"> • composes a well-crafted imaginative text that explores the darkness within and the provided stimulus • uses an effective range of language forms and features to express ideas • demonstrates a well-developed ability to use language to communicate complex ideas 	13-16
Sound (S)	<ul style="list-style-type: none"> • composes an appropriately crafted imaginative text that explores the darkness within and the provided stimulus • uses some language forms and features to express ideas • demonstrates a sound ability to use language to communicate complex ideas 	9-12
Basic (B)	<ul style="list-style-type: none"> • composes a simply crafted imaginative text that explores the darkness within and the provided stimulus • attempts to use some language forms and features to express ideas • demonstrates a basic ability to use language to communicate complex ideas 	5-8
Limited (L)	<ul style="list-style-type: none"> • composes a poorly crafted imaginative text that explores the darkness within and the provided stimulus • uses a limited range of language forms and features to express ideas • demonstrates a limited ability to use language to communicate complex ideas 	1-4

Feedback:

Part Two Assessment Criteria – Personal Reflection		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • Skilfully evaluates their use of text form and structure with insightful assessment of own ideas, purpose and style • Provides details, textual references and elaboration within their skilful reflection statement • Writes with confidence and flair and a competent use of spelling, grammar and punctuation to shape meaning 	9-10
High (H)	<ul style="list-style-type: none"> • Evaluates their use of text form and structure with reasonable assessment of their own ideas, purpose and style • Provides details, textual references and elaboration within their competent reflection statement • Effective use of spelling, grammar and punctuation 	7-8
Sound (S)	<ul style="list-style-type: none"> • Assesses own text form and structure with some discussion of their own ideas, purpose and style • Provides adequate responses with references to own writing within their reflection statement / may be inconsistent • Sound use of language, spelling, punctuation and grammar 	5-6
Basic (B)	<ul style="list-style-type: none"> • Reflects on form and structure • Attempts to provide responses with basic references to own writing within their reflection statement, but may be inconsistent • Inconsistent use of language, spelling, punctuation and grammar 	3-4
Limited (L)	<ul style="list-style-type: none"> • Partial reflection that describes their composition • Limited attempts to provide textual references within their reflection statement • Limited/elementary use of language, spelling, punctuation and grammar 	1-2

Satisfactory completion of courses: A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

Feedback:
