



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English

Course: English Standard

Year: 12

Assessment Task: Craft of Writing – Collection of Work

Assessment Weighting: 25% Due: Term 2, Week 10 – 3rd of July 2024

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

Standard – EN12-1, EN12-3, EN12-4, EN12-5, EN12-9

Task Description/Overview

Students are to submit a collection of work that they have refined throughout their HSC course and Module C: Craft of Writing. Students will also be required to complete a reflection question on each piece submitted.

Detailed Assessment Task Description

Part One: Collection of Work (16 marks)

You will need to submit **TWO** pieces of **ORIGINAL** writing. The two pieces must be different **TEXT TYPES** and should be either imaginative, persuasive **OR** discursive. Along with the final version of each piece, you are also to submit a copy of **ONE** original draft, for each piece, which has been edited by your teacher.

Your pieces **MUST** display inspiration from the texts studied in Module C. These texts include:

- 'The Pedestrian' by Ray Bradbury
- 'Dear Mrs Dunkley' by Helen Garner
- 'The Fringe Benefit of Failure and the Importance of Imagination' by JK Rowling
- 'Popcorn' by Carol Chan
- 'May Your Pen Grace the Page' by Luka Lesson
- 'Stopping by Woods on a Snowy Evening' by Robert Frost
- 'How to Live Before You Die' by Steve Jobs

NOTE: Students are allowed to reshape pieces composed in class to suit the required text types and/or word count.

Word Count –

Piece 1 – maximum of 400 words

Piece 2 – maximum of 800 words

NOTE: 10% over OR under your word count is acceptable.

Part Two: Reflection (9 marks)

In addition to the collection of work, students must also respond to reflection questions about their compositions. See the guiding questions on the next page to assist you in **PLANNING** your response. You must finalise these questions in **PARAGRAPH FORM (STEEL/SETEL)**. Read the questions carefully as they are specific to each piece.

Submission:

This task is to be submitted on CANVAS. It can be found under “Assignments” on the Standard English Canvas Page.

****Both sections will be subject to Turnitin reports where AI will be detected. Any use of AI or plagiarism will impact your marks****

Link to Assignments Module:

<https://jedmondson.instructure.com/courses/3060/assignments>

If you are submitting hand-written draft copies of work, it is your responsibility to provide your teacher with those drafts before the due date and time.

Typed pieces should use size 12 font, Times New Roman or Arial font.

Guiding Questions for Piece 1	Guiding Question for Piece 2
<p>a) Explain how your writing was influenced by the prescribed texts in Module C that you have studied throughout the course. In your response you must analyse how they have shaped your writing in Piece 1.</p> <p style="text-align: right;">(500 words)</p>	<p>b) Explain how your study of the Craft of Writing has enabled you to create an engaging piece of writing. In your response, make detailed reference to your use of language in Piece 2.</p> <p style="text-align: right;">(400 words)</p>
<p>In order to answer this question effectively, you should address the following:</p>	<p>In order to answer this question effectively, you should address the following:</p>
<ul style="list-style-type: none"> - The text you have based this piece on and its composer. - What original concept/theme you chose to develop and include a quote from the original piece to support your ideas. - How the original piece influenced your composition, think about structure and form, character, setting or literary devices. Include a quote from your FIRST piece as evidence of this. 	<ul style="list-style-type: none"> - One creative writing skill that you have developed throughout the study of Module C, that has made your writing more engaging. - Provide an original quote from Piece 2 that demonstrates this skill, prior to the editing process. - Provide an updated/edited version of this quote that shows you have taken on feedback and developed your identified skill.

Portfolio Assessment Criteria

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none">Composes two sophisticated, conceptual and sustained, imaginative, persuasive or discursive texts to represent their understanding of the concepts within the prescribed Module C textsUses a range of language forms and features, related to their chosen forms, creatively and in sophisticated waysDemonstrates highly effective use of the editing process	14-16
High (H)	<ul style="list-style-type: none">Composes two effective imaginative, persuasive or discursive texts to represent their understanding of the concepts within the prescribed Module C textsUses a range of language forms and features, related to their chosen forms, effectively and in a sustained wayDemonstrates effective use of the editing process	11-13
Sound (S)	<ul style="list-style-type: none">Composes two satisfactory texts which represent their understanding of the concepts within the prescribed Module C textsUses language forms and features, related to their chosen text forms, in an adequate way, but may be inconsistent or ineffectiveDemonstrates some use of the editing process	8-10
Basic (B)	<ul style="list-style-type: none">Composes texts which represent a basic understanding of the concepts within the prescribed Module C textsUses some language forms and features, related to their chosen text forms, in a basic or ineffective wayDemonstrates inconsistent or ineffective use of the editing process	4-7
Limited (L)	<ul style="list-style-type: none">Attempts to represent a limited understanding of the prescribed Module C textsLimited use of appropriate language forms and featuresMinimal evidence of the editing process	0-3

Reflection Criteria

Reflection Criteria – Part a) 500 words	
Description	Mark Range
<ul style="list-style-type: none">Offers a sophisticated explanation of how Piece 1 has been influenced by prescribed texts.Provides relevant details and well-chosen textual references and elaborates within their reflection statement.Writes with confidence and flair, and a competent use of spelling, grammar and punctuation	4-5
<ul style="list-style-type: none">Offers a sound explanation of how Piece 1 been influenced by prescribed texts.Provides some details and textual references from Piece 1 Elaboration may be inconsistent within their reflection statement.Sound use of spelling, grammar and punctuation to shape meaning	2-3
<ul style="list-style-type: none">Offers a limited description of how their pieces have been influenced by prescribed texts.Limited detail or textual references from Piece 1Limited use of spelling, grammar and punctuation to shape meaning	0-1

Reflection Criteria – Part b) 400 words	
Description	Mark Range
<ul style="list-style-type: none">Demonstrates a sophisticated discussion of how Module C has enabled them to create an engaging pieceProvides relevant detail and well-chosen textual references from Piece 2 and elaborates within their reflectionWrites with confidence and flair, and a competent use of spelling, grammar and punctuation	4
<ul style="list-style-type: none">Demonstrates a sound discussion of how Module C has enabled them to create an engaging pieceProvides some details and textual references from Piece 2. Elaboration may be inconsistent or ineffectiveSound use of spelling, grammar and punctuation to shape meaning	2-3
<ul style="list-style-type: none">Demonstrates a limited discussion of how Module C has enabled them to create an engaging pieceLimited detail or textual references from Piece 2Limited use of spelling, grammar and punctuation to shape meaning	0-1

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

