

**Task 13: Writing Journal**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING:**  W 10%

**CONDITIONS:**

1. In this task, in class students will:

* Read a series of short texts created using objects as a stimulus
* Locate three to four objects to write about

1. In class, during writing lessons 1-3, students will:

* Write ‘freely’ for ten - fifteen minutes at the beginning of each writing lesson about an object
* Identify (underline) key images/phrases/words you think are powerful or effective
* Plan a brief text
* Re-draft your text – take another fifteen minutes to do this.
* Develop a clear idea
* Develop your text in line with the genre you choose
* Edit your text
* Spend the last 15 minutes of the lesson reworking sections or all of your text.

1. Select one text to develop under examination conditions. Students will:

* In one lesson, create a good copy of their chosen text.

**Time for the task:** Four to five lessons in-class

**Assessment type:** Writing

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| **Task 13: Creative Writing**  Use a series of objects as the stimulus for a series of writing lessons in class.  Select one text to develop into a longer piece of writing.  **Due: A) Term 2, Week 9 (first lesson) B) Term 2, Week 9 (last lesson)**  **C) Term 3, Week 1 (last lesson)** |

**FEEDBACK:**

**Marking Criteria: Writing**

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| **CRITERIA AND CATEGORIES** | **Marks**  **/100** |
| **Text Structure** | **/25** |
| Writes clearly and concisely, communicating with the reader in an engaging manner, drawing on a variety of language features, stylistic devices, text structures and images which complement and enhance the text. | 8 - 10 |
| Writes in an engaging manner, demonstrating control of some language features, stylistic devices, text structures and images to communicate effectively with the reader. | 6.5 - 7.5 |
| Communicates clearly, experimenting with language features, stylistic devices, text structures and images, where appropriate. | 5 – 6 |
| Creates texts which draw on simple and familiar language features, stylistic devices, text structures and images. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 5.5 |
| **Language Features** | **/25** |
| Writes with clarity and precision, using a variety of figurative and descriptive language to communicate with the reader in an engaging way which is appropriate to the purpose, context and audience of the text. | 20 - 25 |
| Uses a variety of language features to ensure accuracy in communication with the reader, combining figurative and descriptive language, where appropriate. | 16.5 – 19.5 |
| Selects language features to achieve precision and stylistic effect when creating a text. | 12.5 - 16 |
| Uses language features which communicate with the reader but which may not reflect nuance or depth of meaning | 6 - 9 |
| Does not meet the requirements of a D grade. | 0 – 5.5 |
| **Editing** | **/50** |
| Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling, grammar and punctuation, with an awareness of the purpose, audience and context of the text. | 40 - 50 |
| Monitors and edits own work effectively for accuracy of vocabulary, spelling, grammar and punctuation, and to achieve specific effects. | 33 - 39 |
| Edits vocabulary, grammar, spelling and punctuation to improve clarity. | 25 - 32 |
| Identifies most errors in punctuation, spelling or word choice, and attempts to rewrite words or insert punctuation. | 12 - 18 |
| Does not meet the requirements of a D grade. | 0 - 11 |
| **TOTAL** | **/100** |