

Perth Modern School

year 12 LITERATURE 2023-2024

English

Name:

Teacher:

Task 1: ComPOSing

|  |  |  |  |
| --- | --- | --- | --- |
| Year | 12 | Due Date | Wed, Wk 8 Term 4, 2023 |
| Task Type | Creative Writing | Weighting | 5% |
|  | | | |
| Task  For this assessment there are FOUR topics. Produce a **narrative** text in response to ONE of the topics located overleaf. Word count – 1000 words  N.B. Your piece can be an extract or exposition. You do not need to write a complete story. | | | |
|  | | | |
|  | | | |
| Submission Requirements   * This assessment sheet * **An edited draft** that features clear corrections and/or annotations (All drafts are to be kept) **N.B. Failure to submit a draft will incur a 10% penalty.** * A final copy of your piece – 1.5 spacing, size 12 Arial font * Your piece must feature a **title** * Include **word count** * Authentication | | | |
|  | | | |
| **Syllabus content**  Create imaginative texts, including:  • adapting medium, form, style, point of view and language  • experimenting with elements of style and voice to achieve specific effects  • manipulating literary conventions for different audiences and contexts  • reflecting on the ways in which the expectations and values of audiences might shape the created text. | | | |

Note: Plagiarism and use of A.I by any means to produce your response will result in an automatic fail (0%).

Marks

Total: /30

**Prompts**

1. **Mimic the stylistic features of one of the stories from the Year 12 Feminist Literature Reader to create an original text.** In your authentication, justify your choices. What did you determine to be that author’s style and how have you tried to reflect it in your own writing?
2. **Drawing from your knowledge of the context of one of the texts in the Year 12 Feminist Literature Reader, write a fictional narrative that conveys issues typical of the time.** In your authentication, justify your choices. What issues did you determine to be pertinent to the historical/cultural/social/personal space in which the text was created and how have you tried to reflect them in your own writing?
3. **Take one of the poetry or drama texts from the Year 12 Feminist Literature Reader and adapt it into a narrative.** In your authentication, reflect on the challenges of converting the text into prose.
4. **Inspired by the ideas explored in a text from the Year 12 Feminist Literature Reader, compose a fictional narrative set in contemporary Australia.** In your authentication, justify your choices. What ideas did you determine to be pertinent to the original text and how have you tried to reflect them in your own writing? What makes these ideas relevant to contemporary Australia?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Creative Writing Marking Grid** | | | | | | |
| **Criteria** | **Level of Achievement** | | | | | **Mark** |
| **Engagement with the topic** | An original, intriguing and/or imaginative perspective on the topic, exploring challenging and complex ideas. | | | | | 6 |
| A purposeful and convincing response to the topic, exploring some complex ideas. | | | | | 5 |
| A clear and mostly effective response to the topic, centred around simple ideas. | | | | | 4 |
| Mostly relevant engagement with the topic, centred around simple ideas. | | | | | 3 |
| Attempts to engage with the topic and relevant ideas. | | | | | 2 |
| Minimal engagement with the topic. | | | | | 1 |
| No engagement with the topic. | | | | | 0 |
| **Use and/or manipulation of generic conventions** | Adopts or manipulates generic conventions to achieve a purposeful and original effect. | | | | | 6 |
| Effective control, coherence and/or inventiveness in the use of generic conventions. | | | | | 5 |
| Reasonable control of, and some experimentation with, generic conventions. | | | | | 4 |
| Utilises some of the accepted conventions of a genre effectively. | | | | | 3 |
| Utilises some generic conventions, but in a predictable or unconvincing way. | | | | | 2 |
| Utilises few accepted conventions of a genre. | | | | | 1 |
| No evidence of this criterion. | | | | | 0 |
| **Use of structural elements** | Sophisticated, surprising and/or accomplished shaping of structural elements. | | | | | 6 |
| Coherent and effective shaping of structural elements. | | | | | 5 |
| Shapes textual structure to be internally coherent. | | | | | 4 |
| Uses structures of the text type competently. | | | | | 3 |
| Uses structures of the text type, but not always competently. | | | | | 2 |
| Utilises few structures of the text type competently. | | | | | 1 |
| No evidence of this criterion. | | | | | 0 |
| **Use of language features** | Sustained control, coherence and/or inventiveness in the use of language and language features. | | | | | 6 |
| Effective control, coherence and/or inventiveness in the use of language and language features. | | | | | 5 |
| Reasonable control of, and some experimentation with, language and language features. | | | | | 4 |
| Some control of language and language features. | | | | | 3 |
| Limited control of language and language features. | | | | | 2 |
| Very limited control of language. | | | | | 1 |
| No evidence of this criterion. | | | | | 0 |
| **Overall shaping of text to suit a purpose and/or audience** | Meaningful and/or thought-provoking consideration of purpose and/or audience. | | | | | 6 |
| Sense of purpose and/or audience in the text is purposeful and/or satisfying. | | | | | 5 |
| Sense of purpose and/or audience is clearly evident in the text. | | | | | 4 |
| Sense of purpose and/or audience is mostly evident in the text. | | | | | 3 |
| Some sense of purpose and/or audience. | | | | | 2 |
| Limited consideration of purpose and/or audience. | | | | | 1 |
| No evidence of this criterion. | | | | | 0 |
| **Initials of marker:** | |  | **Total:** | **/30** | | |
| **Teacher use only: Have the plan, draft and authentication been submitted?** | | | | | **Yes** | **No** |