



Boorowa Central School

Excellence through Respect, Responsibility and Participation

Assessment Task Feedback

Student: _____

Task: _____

Teacher Feedback

STRENGTHS

-
-
-
-

AREAS TO STRENGTHEN

-
-
-
-
-

WHAT OTHER THINGS I COULD HAVE DONE - Student Response

-
-
-
-

Teacher Comment

MARK

EFFORT

NAME

Didn't try very hard and gave up	Put in a bit of effort	Worked OK but could have done more	Worked very well	Pleased with my effort
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DIFFICULTY OF THE TASK

Too hard	Hard	Some parts were hard but achievable	OK	Easy
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Assessment Task Notification

All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

Teacher: Ms P. Harris	Course: Year 11 Standard English
Task and Number: #1 Imaginative text and reflection	Task Weighting: 30%
Date Issued: 1 st March, 2019	Date Due: Week 10, Term 1

Syllabus component: Mandatory Module: Reading to Write

Syllabus outcomes being assessed:

EN11-3	<ul style="list-style-type: none">analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-5	<ul style="list-style-type: none">thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts include considered and detailed information, ideas and arguments
EN11-9	<ul style="list-style-type: none">reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Description of Task:

Part A: Short Story Composition

Students are required to work progressively towards the completion of a short story of between 800 and 1000 words in length. They are to apply new learning to draft versions, submitting their work for self, peer and teacher review and feedback.

The ideas that contribute toward the initial and ongoing process of creation are to be documented in a journal, the content of which will inform Part B of the task.

Students will need to demonstrate that they have worked towards achieving the outcomes by submitting the journal along with the final version of their short story composition.

The story is to address the stimulus provided (see attached)

Part B: Reflection on the Writing Process

Using your journal to assist you, compose and submit a 300 word reflection statement on the creation processes you have used in the short story. It should be written in academic register and address the following:

Impetus for initial ideas/ concept

Intended purpose and audience (be specific)

How initial ideas/concept changed, and reason for changes

Intended genre and elements of your story that represent this

Stylistic choices and language techniques employed to create specific meaning

Stylistic influences

Themes

Strengths and weaknesses of the learning process

Submission of Task requirements:

The composition, reflection statement AND journal must all be submitted at the beginning of the lesson. The short story and reflection MUST be in both digital (emailed to the teacher, through Google Drive or on USB) and hard copy forms. The journal may be submitted as a separate document.

Note: If a student is absent for an assessment task or fails to submit a task when it is due, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.



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Assessment Task - Marking Criteria: Short Story

Standard of Performance	Mark / Grade
<ul style="list-style-type: none"> Short story is highly engaging Ideas or concept represented are evocative and appropriate to audience and purpose, and explored in an insightful or perceptive manner Highly skilful employment of form, language and literary techniques Assessment of own learning and writing process is skilful and thoughtful in its consideration 	30 29 28 27 26 25
<ul style="list-style-type: none"> Engaging short story Ideas or concept represented are interesting and appropriate to audience and purpose, and explored in a considered and thoughtful manner Skilful employment of form, language and literary techniques Assessment of own learning and/or writing process considers most aspects in an effective manner 	24 23 22 21 21 19
<ul style="list-style-type: none"> Sound short story with some interesting elements Ideas are promising and generally appropriate to audience and purpose, exploration is sound but not executed with depth or insight Sound employment of form, language and literary techniques Reflects on some assessment of their own learning and/or writing processes with mostly clear intent 	18 17 16 15 14 13
<ul style="list-style-type: none"> Attempts composition of a short story Some interesting ideas, perhaps not fully formed or lacking integrity in execution Attempts appropriate use of form and use of literary techniques to convey meaning Reflects on own writing and/or learning processes with minimal effect 	12 11 10 9 8 7
<ul style="list-style-type: none"> Attempts to compose a response which may be incomplete Ideas are limited or inappropriate Use of form and language is limited or inappropriate Partial reflection that describes their learning process 	6 5 4 3 2 1
<ul style="list-style-type: none"> Non-serious attempt Non-attempt 	0
	Total Mark / Grade



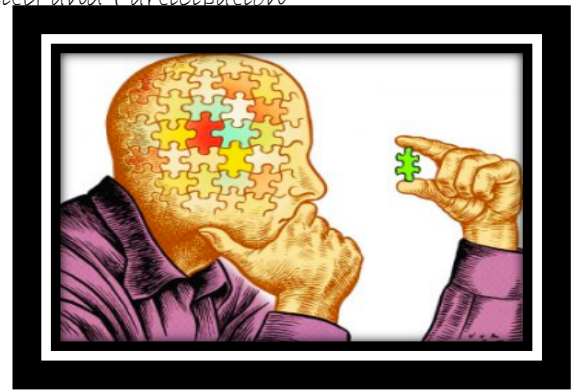
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<https://londoninternational-blog.com/2015/04/13/the-problem-of-personal-identity/>

<http://cultcenter.net/call-for-papers-identity-and-culture/>



Any woman or girl who has brothers is likely to tell you they are vexed things. In fact, I felt so strangely affected by my relationship with my three brothers that for some time after I left home, I kept their existence a secret. Several of my friends who had known me since I left would not believe I had brothers, when years later I airily mentioned these three hidden men in my life. Some of these friends had known me for a decade! I had, in the end, to produce photographs as evidence. What was it that made me keep such a strange secret? Even now I am puzzled and surprised that I kept these three so hidden. Why did I? Did I feel I would have some responsibility for them? Certainly I was the eldest child and had helped care for them when I was young. But why flee and deny them? It was not as if they were some gruff creatures hunched in a cave. Quite the opposite. Tall, bearded, they looked like handsome bushrangers.

Brothers by Kate Llewellyn, permission courtesy of Tim Cumow, Literary Agent, Sydney

Telephone Conversation

The price seemed reasonable, location
Indifferent. The landlady swore she lived
Off premises. Nothing remained
But self-confession. "Madam", I warned,
"I hate a wasted journey - I am African."
Silence. Silenced transmission of pressurized good-breeding. Voice, when it came,
Lipstick coated, long gold-rolled
Cigarette-holder pipped. Caught I was, foully.
"HOW DARK?"...I had not misheard...."ARE YOU LIGHT OR VERY DARK?" Button B. Button A. Stench
Of rancid breath of public hide-and-speak.
Red booth. Red pillar-box. Red double-tiered
Omnibus squelching tar.
It was real! Shamed
By ill-mannered silence, surrender
Pushed dumbfoundment to beg simplification.
Considerate she was, varying the emphasis-
"ARE YOU DARK? OR VERY LIGHT" Revelation came
"You mean- like plain or milk chocolate?"
Her accent was clinical, crushing in its light
Impersonality. Rapidly, wave-length adjusted
I chose. "West African sepia" and as afterthought.
"Down in my passport." Silence for spectroscopic
Flight of fancy, till truthfulness changed her accent
Hard on the mouthpiece "WHAT'S THAT?" conceding "DON'T KNOW WHAT THAT IS." "Like brunette."
"THAT'S DARK, ISN'T IT?"
"Not altogether.
Facially, I am brunette, but madam you should see the rest of me. Palm of my hand, soles of my feet.
Are a peroxide blonde. Friction, caused-
Foolishly madam- by sitting down, has turned
My bottom raven black- One moment madam! - sensing
Her receiver rearing on the thunderclap
About my ears- "Madam," I pleaded, "wouldn't you rather
See for yourself?"

Wole Soyinka

