



Boorowa Central School

Excellence through Respect, Responsibility and Participation

Teacher: Miss A. Armstrong	Course: 12 Standard English
Task and Number: Task #1 Imaginative Text	Task Weighting: 25%
Date Issued: Wednesday, 26 February, 2020	Date Due: Friday, 20 March, 2020

Syllabus Component: Module C- The Craft of Writing

In this unit students have been exploring the relationship between audience, language, form and composition. After close reading and viewing of selected prescribed texts and other related texts, students have experimented with the ways different language forms and choices invite audiences to embrace, challenge or reject the representation of ideas, characters, events and perspectives in texts. Students have responded imaginatively to texts, identified and experimented with aspects of writing craft such as point of view, characterisation and intertextuality in creating new texts and reflected on their own processes of composition.

Syllabus Outcomes:

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Description of Task:

In this task you will use your knowledge of textual adaptation to compose an imaginative piece of writing. You will also compose a commentary on the decisions you have undertaken in creating this adaptation.

Read the text below and **use it as a stimulus to compose an imaginative text** of about 500 -600 words in length:

The box of 1932

Soon, when I suffocate
in letters, and sisters
sift my so-called estate,
you can presume
untold books and binders
of squares and brain-twisters
shall be the heirloom
of my finders.

David Astle

In your response, you may choose to experiment with this text by:

- creating a story focalised through a character/ persona in the text
- including intertextual references to the poem in your writing
- experimenting with monologue
- experimenting with language conventions such as syntax to create point of view
- adapting the metaphor in the poem to a new situation

Compose a 250-word (maximum) statement

In your statement comment on:

- the intent of the poem
- the aspect of the poem you have chosen to adapt and how you have altered or extended the meaning of the poem through your adaptation
- how you have sustained this interpretation throughout your adaptation
- the successes and challenges you faced in crafting this adaptation.

Submission Requirements:

Students will be required to submit a copy of the two task components through email or Google Classroom as well as a hard copy by or at the beginning of period 1, Friday, 20 March

Email: anna.armstrong9@det.nsw.edu.au

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.

Marking Criteria

A student:	Mark Range
<ul style="list-style-type: none"> ● demonstrates highly developed understanding of textual adaptation to compose an effective imaginative composition ● experiments imaginatively and effectively with language forms and features relevant to focus, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language ● assesses effectively how specific writing choices, experimentation with conventions and specific writing processes shape composition 	25 24 23 22 21
<ul style="list-style-type: none"> ● demonstrates a well-developed understanding of textual adaptation to compose a competent imaginative composition ● experiments purposefully with language forms and features relevant to focus, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language ● assesses competently how specific writing choices, experimentation with conventions and specific writing processes shape composition 	20 19 18 17 16
<ul style="list-style-type: none"> ● demonstrates a sound understanding of textual adaptation to compose an imaginative composition ● experiments with language forms and features relevant to focus, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language ● assesses how some writing choices, experimentation with conventions and writing processes shape composition 	15 14 13 12 11
<ul style="list-style-type: none"> ● demonstrates a basic understanding of textual adaptation to compose an imaginative composition ● uses language forms and features associated with focus, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language ● describes writing choices, conventions and processes 	10 9 8 7 6
<ul style="list-style-type: none"> ● demonstrates a limited understanding of textual adaptation to compose an imaginative composition ● inconsistently uses language forms and features associated with focus, intertextuality, monologue, textual assumptions, figurative language, or a specific aspect of language ● identifies some writing choices, conventions and processes 	5 4 3 2 1
<ul style="list-style-type: none"> ● Non-submission or non-serious attempt 	0