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**COWRA HIGH SCHOOL**

**ASSESSMENT TASK COVER SHEET**

This sheet **must** be attached to the front of your Assessment Task and submitted to your class teacher on or before the due date.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: Year 9 English

Assessment Task: Monday 29th March, Week 10 Term 1

Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞏 Extension granted \_\_\_\_\_ days

🞏 Other circumstances ~ documents attached

I certify:

1. This assignment is entirely my own work and all borrowed material has been acknowledged
2. The material contained in this assignment has not previously been submitted for assessment in any formal course of study
3. I retain in my possession a copy of this assignment
4. I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal - Curriculum

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**COWRA HIGH SCHOOL**

**Assessment Task (Student’s Copy)**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: Year 9 English

Teacher: Sullivan / Burrell / Perkins

Assessment Task received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please detach this if the Assessment Task has been handed in**

**to the office and give to student to keep for their own records.**

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| **COWRA HIGH SCHOOL** |
| **Year 9 Assessment Task** |
| **NAME:** | **CLASS:** | **TEACHER:** |
| **COURSE:** Year 9 English | **TASK No:** 1 | **Unit:** Imagined Worlds |
| **DATE DUE:** Monday 29th March 2021, Week 10 | **TIME DUE:** In class |
| **MARK:** /20 | **WEIGHT:** 25% | **PRESENTATION:** Imaginative Writing and Reflection Statement |
| **SYLLABUS OUTCOMES:** EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative  expression and pleasureEN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing  and explaining their effects on meaningEN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contextsEN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and  compose texts in a range of contextsEN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness |
| **DESCRIPTION OF TASK:****Part 1: Creative Writing** Use your imagination to compose a creative story (narrative) that will engage your audience. You should choose the genre that your class studied (fantasy, science fiction, crime, teen fiction etc.) Your narrative should demonstrate;* The conventions of your chosen genre
* Represent a world that is not your own
* Be carefully edited
* Employ a variety of engaging language techniques to enhance your narrative

Your composition should be around 750 words.**Part 2: Reflection Statement** Compose a reflection statement that outlines your creative choices and the process you undertook in composing your narrative. Using the ALARM scaffold attached to guide you, your reflection statement should;* Provide a brief synopsis of your story and how it relates to the concept of *Imagined Worlds*
* Difficulties you encountered and solutions you found
* Techniques you used and why they are effective
* Comment on how your story fits into the genre studied. What texts influenced your work? In particular was it the setting, characters or other features specific to your genre?
 |
| **MARKING CRITERIA:****Imaginative Writing and Reflection Statement**

|  |  |
| --- | --- |
| **Mark** | **Criteria** |
| A17 - 20 | * Follows the conventions and structure of the narrative text type
* Demonstrates skilful control of language appropriate to audience, purpose, context and narrative type. Writing style has flair.
* Short story is highly original and highly imaginative.
* Presents a skilful statement that reflects on elements of writing and techniques used.
 |
| B13 - 16 | * Follows the conventions and structure of the narrative text type
* Demonstrates well developed control of language appropriate to audience, purpose, context and narrative type. Writing style has moments of flair.
* Short story is original and imaginative.
* Presents an effective statement that reflects on elements of writing and techniques used
 |
| C9 – 12 | * Follows the basic conventions and structure of the narrative text type
* Demonstrates control of language appropriate to audience, purpose, context and narrative type.
* Short story is original and has moments of imagination.
* Presents a statement that reflects on elements of writing and techniques used
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| D 5 – 8 | * Attempts to follow the conventions and structure of the narrative text type
* Demonstrates adequate control of language appropriate to audience, purpose, context and narrative type.
* Short story has moments of originality, may be cliché.
* Attempts to present a statement that reflects on elements of writing and techniques used
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| E0 - 4 | * May not be an appropriate text type.
* Demonstrates elementary control of language
* Short story may not be original.
* Presents a limited reflection statement
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ALARM Scaffold for Reflection Statement

|  |  |
| --- | --- |
| **NAME & DEFINE**Name your story and give a synopsis of your story |  |
| **DESCRIBE**How have you represented this (what genre)? What structure did you use? How does it relate to *Imagined Worlds*? |  |
| **EXPLAIN**What is the purpose of your story? Why have you represented the world in this way? |  |
| **ANALYSE**What techniques did you employ? How did they enhance your imaginative writing?Support with specific examples and quotes. |  |
| **CRITICALLY ANALYSE**Conclusion you can make about the effectiveness of the techniques. What is the intended mood/tone and how is this shaped by the techniques. |  |
| **EVALUATE/CONCLUDE**Make a judgement on how successful you have been in achieving the aims and the purpose of your narrative.  |  |

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**COWRA HIGH SCHOOL**

**Assessment Task Submission Policy**

Submission of assessment tasks by students must follow faculty guidelines. There are basically four types of assessment tasks:

1. **In Class Assessment Tasks** ~ these tasks are supervised by the class teacher and collected by the class teacher at the conclusion of the assessment task. It is the responsible of the student who miss in class assessment tasks to contact the Head Teacher of that faculty.
2. **Formal Examinations** ~ at the conclusion of any formal examination the assessment task papers are to be collected and returned to the relevant faculty teacher.
3. **Major Projects / Pieces of Work** ~ these items, due to their size, are usually kept in the appropriate faculty location. Major works and projects should be kept in safe locations that minimises the risk of damage. Any assessment task would be submitted directly to the teacher. A receipt for the task will be issued to students.
4. **Take Home Assessment Tasks** ~ these are tasks that students are required to complete by a due date. Students should follow faculty submission guidelines regarding submission of these tasks.

**Guidelines for the Submission of Assessment Tasks**

1. When an assessment task is issued, the information provided to students will include:
* a clear statement of what the task involves and what the expectations of the student are
* an explanation of the marking criteria / outcomes to be assessed
* the due date of submission
* an assessment task submission cover sheet ~ see attached
1. Teachers should record the names of all students issued with the assessment task on a roll/class list and have the student acknowledge receipt of the assessment task by getting them to sign next to their name.
2. Students **must** take their assessment task to the class teacher. They must be signed in on the class roll and keep their receipt
3. All students **must keep a copy** of their assessment task.

**Illness and Misadventure Appeals**

If a student fails to submit an assessment task by the due date and has a legitimate reason than normal illness and misadventure procedures will apply.

**REQUEST FOR ASSESSMENT EXTENSION PROCEDURE**

Assessment extensions will only be granted in exceptional circumstances. All requests need to be made in writing using the extension request form. In seeking an extension discuss your request with your teacher/Head Teacher at least three (3) days before the due date with work already completed.

**Forms for Illness/Misadventure and Extension can be accessed on the**

**Cowra High School Website.**