



Task Number	3	Task Name	Response and Reflection
Course	HSC English Standard	Faculty	English
Teacher	J Ryan and R Tyson	Head Teacher	C Taylor
Issue date	At least two-weeks before the assessment task	Due date	01/07/24 Week 10 Term 2 Monday *The task is to be completed in class during your timetabled English lesson on the due date. Students unable to attempt the task on this date must arrange for the completion of a misadventure form.
Focus (Topic)	Craft of Writing	Task Weighting	20%

Outcomes

<p>A student:</p> <p>EA12-2 A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EA12-3 A student critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EA12-4 A student strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p>EA12-5 A student thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-9 A student reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p>

Nature of the task- In Class Response and Reflection

On the day of the assessment students will be presented with an unseen extract.

Part (a) Response

Respond to the unseen extract as a piece of imaginative, persuasive or discursive writing that explores the concept of 'Change'. Ensure you are using your knowledge of your chosen prescribed text to inform your writing style.

(approx. 20mins)

Part (b) Reflection

Reflect on how you have used language in part (a) to explore the concept change. Refer to how you were influenced by the way writing is crafted in at least ONE prescribed text from Module C.

(approx. 20mins)

Students may use a prep-sheet during the assessment to support their composition.

(20 Marks)

Context:

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

Students appreciate, examine and analyse at least two short, prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own complex ideas and written expression. They evaluate how writers use language creatively and imaginatively for a range of purposes; to express insights, evoke emotion, describe the wonder of the natural world, shape a perspective or to share an aesthetic vision.

**In Class Task Prep Sheet
GUIDELINES**

Rationale:

The prep-sheet allows you to gather the ingredients you will use in your written response. Creating a prep-sheet is a valuable skill that will assist your preparation for the completion of extended responses during examination conditions for all your HSC English modules.

The Class Prep-Sheet Must

be: One single sided A4 page.
300-word limit

The Prep Sheet Should Contain:

- *A plan for your response structure
- *Key statements that will guide your response
- *Key quotations you will use in your response
- *Techniques you will use in your response

Material that does not follow the guidelines above will not be permitted for use during the in-class task.

Teachers will be checking that your notes are appropriate.

You are not permitted to bring in your prescribed or related texts into the in-class response.

Teachers will be collecting the prep-sheet at the end of the task. The prep-sheet will not be marked.

Marking Guidelines

A student:	Mark range
<ul style="list-style-type: none"> • composes a perceptive response to the stimulus, insightfully exploring the concept of change. • demonstrates skilful control of language and structure to express ideas in an imaginative, persuasive or discursive composition, skilfully utilising literary devices and stylistic features. • sophisticated explanation of how effective your use of language in part (a) affects the way the reader will understand the concept of change. • sophisticated explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C 	17-20
<ul style="list-style-type: none"> • composes an informed response to the stimulus, effectively exploring the concept of change. • demonstrates effective control of language and structure to express ideas in an imaginative, persuasive or discursive composition, consciously utilising literary devices and stylistic features. • Informed explanation of how effective your use of language in part (a) affects the way the reader will understand the concept of change. • effective explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C 	13-16
<ul style="list-style-type: none"> • composes a sound response to the stimulus, exploring the concept of change. • demonstrates sound control of language and structure to express ideas in an imaginative, persuasive or discursive composition, utilising literary devices and stylistic features. • sound explanation of how effective your use of language in part (a) affects the way the reader will understand the concept of change. • sound explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C 	9-12
<ul style="list-style-type: none"> • composes a basic response to the stimulus, addressing the concept of change. • demonstrates basic control of language and structure to express ideas in an imaginative, persuasive or discursive composition, utilising basic literary devices and stylistic features • basic explanation of how effective your use of language in part (a) affects the way the reader will understand the concept of change. • basic explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C 	5-8
<ul style="list-style-type: none"> • composes a limited response to the stimulus, identifying the concept of change. • attempts to use language and structure to express ideas in an imaginative, persuasive or discursive composition and makes an attempt to utilise literary devices and stylistic features. • limited explanation of how effective your use of language in part (a) affects the way the reader will understand the concept of change. • limited explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C 	0-4