



Notice of Assessment Task Year 12 English Extension 1

Date of initial notification: Term 1, Week 6,
Tuesday, March 5th, 2024

Date of submission: Term 1, Week 8, Friday, March,
22nd 2024

Time Allowed: 2 weeks

Weighting of task: 30%

Task Number: 1

Course Component/Focus area/Topic/ Module:

Elective: Worlds of Upheaval - Imaginative Composition & Reflection
Frankenstein (Mary Shelley)

Task Description:

Students are to create a writing portfolio with a collection of writing pieces that use the text, Frankenstein by Mary Shelley, as inspiration for their pieces of creative writing.

Students must complete the following items in their portfolio:

1. Using the stimulus attached as inspiration, create a piece that reflects the period of socio-political upheaval and revolution depicted in Frankenstein using the style and form of Shelley. (600-800 words)
2. Take a character from the novel Frankenstein and insert them into a new literary world. (600-800 words)
3. Compose a reflection which critically analyses the way in which your creative choices in both pieces of writing borrow or diverge from Shelley and reflect your literary world. (2 x 400 words)

Outcomes to be assessed in this task:

EE12-1 demonstrates and applies an insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independence and collaborative writing and creative processes.

Marking Criteria: You will be marked on how effectively you:

- Develop an imaginative piece of writing that experiments with style and form using the specific context of the literary worlds studied, with a focus on worlds of socio-political upheaval.
- Demonstrate knowledge and understanding of the course through your use of and reflection on content and form within your writing.
- Demonstrate a control of language and structure to express complex ideas.



Assessment Task Marking Criteria Year 12 English Extension 1 Creative Piece and Reflection

Criteria	Grade
<p><i>The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.</i></p> <ul style="list-style-type: none"> ● Develop an imaginative piece of writing that experiments with style and form in an extensive manner using the specific context of the literary worlds studied, with a focus on worlds of socio-political upheaval. (Sophisticated use of techniques, syntax and structure to build setting, characterisation and conflict using Frankenstein as inspiration; writing has flair; clear and effective links to upheaval in each literary world) ● Demonstrates extensive knowledge and understanding of the course through use of and reflection on content and form within their writing. (Sophisticated incorporation of the ideas of Worlds of Upheaval in the imaginative pieces; sophisticated and thoughtful analysis of how this is reflected in your pieces) ● Demonstrate an extensive control of language and structure to express complex ideas. (Sophisticated use of sentence structure and vocabulary for purpose, fluent and sophisticated expression of ideas; flair) 	<p>A 13-15 Extensive</p>
<p><i>The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.</i></p> <ul style="list-style-type: none"> ● Develop an imaginative piece of writing that experiments with style and form in a thorough manner using the specific context of the literary worlds studied, with a focus on worlds of socio-political upheaval. (Detailed use of techniques, syntax and structure to build setting, characterisation and conflict using Frankenstein as inspiration, clear links to upheaval in each literary world) ● Demonstrates thorough knowledge and understanding of the course through use of and reflection on content and form within their writing. (Detailed incorporation of the ideas of Worlds of Upheaval in the imaginative pieces; detailed and thoughtful analysis of how this is reflected in your pieces) ● Demonstrate a thorough control of language and structure to express complex ideas. (Detailed use of sentence structure and vocabulary for purpose, fluent expression of ideas) 	<p>B 10-12 Thorough</p>
<p><i>The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.</i></p> <ul style="list-style-type: none"> ● Develop an imaginative piece of writing that may attempt experimentation with style and form in a sound manner using the context of the literary worlds studied, with a focus on worlds of socio-political upheaval. (Use of techniques, syntax and/or structure builds setting, characterisation and/or conflict in an adequate manner using Frankenstein as inspiration, may have lapses in links to upheaval in each literary world) 	<p>C 7-9 Sound</p>

<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the course through use of and reflection on content and form within their writing. (Incorporation of the ideas of Worlds of Upheaval in the imaginative pieces although may have lapses; general analysis of how this is reflected in your pieces) • Demonstrate a sound control of language and structure to express complex ideas. (Sentence structure and vocabulary may be used for purpose, clear expression of ideas) 	
<p><i>The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.</i></p> <ul style="list-style-type: none"> • Develop an imaginative piece of writing in a basic manner that attempts to use the specific context of the literary worlds studied. (Attempt to use techniques, syntax or structure to build setting, characterisation or conflict, may not use Frankenstein used as inspiration; may not have links to upheaval in each literary world) • Demonstrates basic knowledge and understanding of the course, may have gaps in their use of and reflection on content and form within their writing. (May not incorporate ideas of Worlds of Upheaval in the imaginative pieces; analysis does not address clearly how this is reflected in your pieces; brief) • Demonstrate a basic control of language and structure to express complex ideas. (Lapses in sentence structure, basic vocabulary, lapses in the expression of ideas) 	<p style="text-align: center;">D 4-6</p> <p style="text-align: center;">Basic</p>
<p><i>The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.</i></p> <ul style="list-style-type: none"> • Develop an imaginative piece of writing in an elementary manner that does not reflect the specific context of the literary worlds studied. (May not use techniques, syntax or structure to build setting, characterisation or conflict, does not use Frankenstein as inspiration, minimal links to upheaval in literary worlds) • Demonstrates elementary knowledge and understanding of the course, significant gaps in their use of and reflection on content and form within their writing. (Does not incorporate ideas of Worlds of Upheaval in the imaginative pieces; analysis has limited reflection and does not link to the ideas; brief) • Demonstrate an elementary control of language and structure to express complex ideas. (Sentence structure and vocabulary limited, significant lapses in expression of ideas) 	<p style="text-align: center;">E 0-3</p> <p style="text-align: center;">Elementary</p>

Comment:

- If you are absent on the day that the task is due, you **MUST** see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).
- Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.
- All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.



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Creative Piece 1 – Stimulus

