 The Craft of Writing

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Digital portfolio/ website | Part A: 20 Part B: 5 | 6 |

Outcomes

* EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EA12-3 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
* EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
* EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Objectives

Values and Attitudes

Students will value and appreciate:

* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically

Knowledge and Understanding

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English

Learning across the Curriculum

General Capacities

Critical and creative thinking

Literacy

Task Description

The assessment task has two parts

Part One: Creative Writing

Students are to compose two pieces of creative writing, each reflecting on ideas and/or concerns of a different prescribed text studied during ‘The Craft of Writing’. The total word limit for these two pieces is 1600 words.

In addition, students must submit one edited draft of each creative piece as evidence of the drafting process. These drafts will not be marked, but the marker may refer to them as a way of better understanding your final creative pieces.

Part Two: Reflection

Students are to construct a critical reflection on the process of writing one of these two creative pieces. The reflection should consider the effectiveness of creative choices as well as the influence of studying the writing of others. This reflection must not exceed 400 words in length.

Marking Criteria

Part One: Creative Writing

| Marking Criteria | Mark |
| --- | --- |
| * Skilfully expresses ideas, insights or concerns of two prescribed texts with precision and purpose across both pieces of writing. * Consistently crafts cohesive texts that skilfully use a wide range of sophisticated language forms and features to communicate meaning. * Writes with consistently skilful control of language, demonstrating a nuanced awareness of the conventions of the chosen forms. | 17-20 |
| * Effectively expresses ideas, insights or concerns of two prescribed texts with clarity and purpose across both pieces of writing. * Crafts well-developed texts that effectively use a range of effective language forms and features to communicate meaning. * Writes with effective control of language, demonstrating an awareness of the conventions of the chosen forms. | 13-16 |
| * Expresses at least one idea, insight or concern of two prescribed texts with some clarity across both pieces of writing. Sense of purpose may require further development. * Creates sound texts that use a range of language forms and features to communicate meaning to varying degrees of effect. * Writes with sound control of language, possibly demonstrating some minor difficulties with expression. Demonstrates some awareness of the conventions of the chosen forms. | 9-12 |
| * Attempts to express at least one idea, insight or concern about at least one of the prescribed texts. Clarity of ideas and sense of purpose may require further development. * Attempts to create multiple texts that use some language forms and features to varying degrees of effect. * Writes with varying control of language, possibly demonstrating recurrent difficulties with expression. Possibly demonstrates little awareness of the conventions of the chosen forms. | 5-8 |
| * Makes little to no attempt to express an idea, insight or concern of a prescribed text. Clarity of ideas and sense of purpose are possibly not evident. * Makes little to no attempt to use language forms and features to create meaning. * Writes with little control of language, possibly demonstrating significant, recurrent difficulties with expression. Possibly demonstrates no awareness of form. | 1-4 |
| * Presents nothing of relevance to the task. | 0 |

Part Two: Reflection

| Marking Criteria | Mark |
| --- | --- |
| * Demonstrates insightful reflection on the critical and creative process, including their increasing confidence and sophisticated writing skills, and how this has developed their awareness of the craft of writing. | 5 |
| * Demonstrates effective reflection on the critical and creative process, including their increasing confidence and effective writing skills, and how this has developed their awareness of the craft of writing. | 4 |
| * Demonstrates sound reflection on the critical and creative process, including their developing confidence and sound writing skills, and how this has developed their awareness of the craft of writing. | 3 |
| * Demonstrates limited reflection on the critical and creative process, including limited confidence and writing skills, and how this has developed a limited awareness of the craft of writing. | 2 |
| * Demonstrates basic reflection on the critical and creative process, including a lack of confidence and basic writing skills, and showing little awareness of the craft of writing. | 1 |
| * Presents nothing of relevance to the task. | 0 |

Steps to Success

| Number | Steps to Success: | Completed |
| --- | --- | --- |
| 1 | Complete the study and related activities on the prescribed texts and any related texts | Yes  No |
| 2 | Complete the reflection activities in the Inking Your Thinking Journal for each prescribed text. | Yes  No |
| 3 | Complete the first draft for each of the creative tasks, using the methodology to help guide your writing. | Yes  No |
| 4 | Seek feedback from teacher and peers on draft one. Keep these feedback grids and advice to assist you with your reflecting on the writing process. | Yes  No |
| 5 | Use the feedback given to rework and improve your creative task. Keep the draft/s for submission. | Yes  No |
| 6 | Choose your best creative task for use in the reflective analysis. | Yes  No |
| 7 | Write your reflection on your chosen creative task. Make sure that the reflection is informed by our three focus questions:   1. How do writers craft language forms and features to comment on the world around them? 2. In what ways do the writer’s purpose and intended audience impact on their choices of form, medium, language and techniques? 3. How can reflecting on our own and others’ texts help us become better writers? | Yes  No |
| 8 | Polish your reflection, seeking feedback where possible. | Yes  No |
| 9 | Final prep for handing in – two polished tasks with at least one draft attached and the polished reflection. | Yes  No |