



*Creative and  
Performing Arts*

# Nepean Creative & Performing Arts High School

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## ASSESSMENT TASK COVER SHEET

Updated May 2020

**Course Name: Year Ten English**

**Due date for final submission: Part A – Monday 22<sup>nd</sup> June (Week 9)**

**Part B - Tuesday 23<sup>rd</sup> June (Week 9)**

**Assessment Task Number: 2**

**Assessment Task Title: Critical and Creative Response to Area of Study**

**Assessment Weighting: 40%**

**Total Marks Allocated to this task: 40 (Part A: 20/Part B: 20)**

### Task Description

This term you have been examining the concept of Journeys. **On the due dates** you will be **shown ONE visual stimulus** (a film still) and **ONE written stimulus** (a film quote) and asked to respond critically and creatively. You will be asked to complete part A on the Monday (22<sup>nd</sup> June) and part B on the Tuesday (23<sup>rd</sup> June) of Week Nine.

#### Part A – Critical Response: short answer questions 20%

The **critical** section of this task will require you to analyse the ways in which the journey is communicated in **visual** and **written** texts. You will be shown a film still and a film quote and be provided with a series of short answer questions. You will then respond to the questions.

#### Part B – Creative Response 20%

In the **creative** section, you will be required to use the **SAME** stimulus as inspiration for your own creative writing.

Your narrative will demonstrate

- a clear understanding of the concept of journeys
- conventions of a short story.

#### Submission details:

- You must be present and prepared to complete the tasks on the due dates.
- In the case that this is not possible, appropriate documentation must be provided.
- **A zero mark may be awarded** to all tasks that are late unless appropriate documentation has been viewed by the Head Teacher and this is at the Head Teacher's discretion.

If you are absent at any time during the term, you will need to collect the missed lesson materials from your teacher or from your class Teams or One Note pages. This is to ensure that you have all of the necessary preparation tools to successfully complete this task.

**Things you need to KNOW to complete this task:**

<b>Content</b>	<ul style="list-style-type: none"> <li>• The <b>concept</b> of the <b>Journey</b></li> <li>• How <b>visual</b> and <b>language</b> techniques communicate meaning in relation to the concept</li> <li>• The <b>form</b> and <b>conventions</b> of narrative writing.</li> </ul>
<b>Skills (verbs)</b>	<ul style="list-style-type: none"> <li>• <b>Identify visual</b> and <b>language</b> techniques.</li> <li>• <b>Analyse</b> the use of techniques to convey conceptual meaning</li> <li>• <b>Evaluate</b> the impact of techniques.</li> <li>• <b>Express understanding</b> of the <b>concept</b></li> </ul>

**Things you need to DO to complete this task:**

Step	Things I will do	What I will see as a result
1		
2		
3		
4		
5		

**My Assessment Task Planner:**

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

### Outcomes to be assessed:

EN5-2A: effectively **uses** and **critically assesses** a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-5C: **thinks** imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C: **investigates** the relationships between and among texts

EN5-8D: **questions, challenges** and **evaluates** cultural assumptions in texts and their effects on meaning

### Assessment Marking Guidelines

Grade	Performance Descriptors: Critical	Marks
A	<ul style="list-style-type: none"><li>Perceptive and/or thorough understanding of the ways the concept of the journey is represented in the stimulus texts</li><li>Demonstrates ability to critically analyse and evaluate visual and language techniques</li><li>Aptly chosen examples/evidence from the text</li><li>Highly effective use of structure according to audience and purpose.</li></ul>	17-20
B	<ul style="list-style-type: none"><li>Detailed understanding of the ways the concept of the journey is represented in the stimulus texts</li><li>Demonstrates ability to analyse visual and language techniques</li><li>Well-chosen examples/evidence from the text</li><li>Effective use of structure according to audience and purpose.</li></ul>	13-16
C	<ul style="list-style-type: none"><li>Sound understanding of the ways the concept of the journey is represented in the stimulus texts</li><li>Demonstrates ability to explain visual and language techniques</li><li>Some examples/evidence from the text</li><li>Sound use of structure according to audience and purpose.</li></ul>	9-12
D	<ul style="list-style-type: none"><li>Inconsistent understanding of the ways the concept of the journey is represented in the stimulus texts</li><li>Attempts to identify some visual and/or language techniques</li><li>Minimal examples/evidence from the text</li><li>Inconsistent use of structure according to audience and purpose.</li></ul>	5-8
E	<ul style="list-style-type: none"><li>Limited understanding of the ways the concept of the journey is represented in the stimulus texts</li><li>Does not identify any visual or language techniques</li><li>No examples/evidence from the text</li><li>Appropriate structure is not evident</li></ul>	1-4
NA	<ul style="list-style-type: none"><li>Non-submission of task.</li><li>Non-serious attempt.</li><li>Fails to address the task.</li></ul>	0

Grade	Marking Guidelines: Creative	Marks
A	<ul style="list-style-type: none"> <li>• Composes an effective and sustained imaginative response in relation to the stimulus.</li> <li>• Demonstrates deep and/or perceptive understanding of the journey concept.</li> <li>• Integrates a wide variety of language forms and features imaginatively and effectively.</li> </ul>	17-20
B	<ul style="list-style-type: none"> <li>• Composes an effective imaginative response in relation to the stimulus.</li> <li>• Demonstrates detailed understanding of the journey concept.</li> <li>• Uses a variety of language forms and features effectively.</li> </ul>	13-16
C	<ul style="list-style-type: none"> <li>• Composes a sound imaginative response in relation to the stimulus.</li> <li>• Demonstrates an understanding of the journey concept.</li> <li>• Uses some language forms and features.</li> </ul>	9-12
D	<ul style="list-style-type: none"> <li>• Composes an imaginative response that may relate to the stimulus.</li> <li>• Demonstrates some understanding of the journey concept.</li> <li>• Attempts to use some language forms and features.</li> </ul>	5-8
E	<ul style="list-style-type: none"> <li>• Composes a response that may not relate to the stimulus</li> <li>• Demonstrates limited to no understanding of the journey concept.</li> <li>• Minimal use of language forms and features</li> </ul>	1-4
NA	<ul style="list-style-type: none"> <li>• Non-submission of task.</li> <li>• Non-serious attempt.</li> <li>• Fails to address the task.</li> </ul>	0

## ALARM SCAFFOLD TO ASSIST YOU TO RESPOND TO QUESTIONS

**Topic Name:** Area of Study, Journeys

**Summary:** *How is the journey concept represented in texts?*

**Criteria:** *Which elements of the texts are significant in representing aspects of the Journey? How do you utilise these in your own writing?*

Name and Define	Describe	Explain	Analyse	Interpret Meaning	Critically Analyse	Evaluate
<i>What is the text saying about journeys? (what perspective)</i>	<i>Describe an element that illustrates this perspective</i>	<i>What forms and features are used to represent this?</i>	<i>How do the forms and features represent this perspective of journeys?</i>	<i>What do you understand about the journey from this representation?</i>	<i>What is the effect of the forms and features?</i>	<i>Why does the composer explore this perspective about journeys?</i>
Concept #1						
Concept #2						
Concept #3						
Concept #4						
Concept #5						
Concept #6						

<b>WHY IMPORTANT?</b>	<b>Critically Evaluate</b>		<i>How much does each component contribute and what is the overall effect?</i>
	<b>Conceptualise</b>		<i>What is the essential idea?</i>
	<b>Appreciation</b>		<i>How is this connected to the question?</i>