



Sample assessment task

Year level	9
Learning area	English
Subject	Writing
Title of task	Creative writing – exposition and conflict

Task details

Description of task	Students will plan and write the exposition and conflict components of a narrative, with a focus on an Australian context, language and characterisation. In doing so, they will make choices in consideration of their purpose, audience and the genre of their story.
Type of assessment	Summative
Purpose of assessment	Understanding of short story plot structure (in particular the exposition and conflict), setting, characterisation, point of view, and use of descriptive and figurative language.
Evidence to be collected	Students' plans and narratives
Suggested time	Five lessons

Content description

Content from the Western Australian Curriculum	<p>Literature – <i>Creating literature</i></p> <p>Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink.</p> <p>Literacy – <i>Creating texts</i></p> <p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features.</p> <p>Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features.</p> <p>Use a range of software, including word processing programs, flexibly and imaginatively to publish texts.</p> <p>Language – <i>Sound and letter knowledge</i></p> <p>Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech.</p> <p>Language – <i>Text structure and organisation</i></p> <p>Understand that authors innovate with text structures and language for specific purposes and effects.</p>
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Task preparation

Prior learning	<p>In preparing for this task, students should learn about and revise their understanding of:</p> <ul style="list-style-type: none">• the structure of short story plots, with a focus on the way that expositions orientate readers to the context and characters of a story, and the way that conflict is built to a climax• the use of point of view and how this influences the response of the reader to the plot and characters• the way that language specific to a context (e.g. slang, colloquialisms, idiom, accent) can be used to develop characters, settings and action• the use of descriptive and figurative language in developing rich characters and settings• the way that characters are built through characterisation (descriptions, actions, speech and the responses of other characters)• the way that authors make choices which take into consideration the audience, purpose and genre of their stories• processes for effective drafting, proofreading and editing• the use of relevant word processing software
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	<p>Students will plan the exposition and conflict of their narrative with ideas and descriptions for plot, characters and settings. They will draft their narrative and then engage in peer conferencing to proofread and edit their work. Students will then submit a typed final copy of their story to the teacher.</p>
Resources	<p>Examples of short stories, planning and scaffolding documents as desired/required, relevant technology for publishing, as appropriate.</p>

Marking key for creative writing – exposition and conflict task

Text structure and language features	
<ul style="list-style-type: none">• Creates an engaging imaginative text that explores challenging ideas.• Effectively employs a range of creative elements in a narrative to engage readers and influence their response.• Creates an exposition which effectively orientates the reader to the context and characters of the story.• Uses language and text structures which effectively develop the rising action of the story to build conflict.• Constructs fluent and cohesive paragraphs using text connectives to organise ideas.	1-15
Expression	
<ul style="list-style-type: none">• Expresses ideas fluently and with precision, using a range of sentence structures.• Uses correct spelling and grammar.• Uses punctuation with a high degree of accuracy, e.g. correctly punctuates a range of complex sentences to enhance clarity.• Demonstrates effective proofreading and editing strategies.	1-10
Total	25

Teacher's comments

Self-evaluation
