Stage 2 English

Assessment Type 2: Creating Texts - Writer’s Statement

Throughout the year you have created three texts based on the theme ‘together and alone’:

1. a feature article
2. a narrative
3. a persuasive presentation

The three created texts have varied in text type and audience. The texts have achieved different purposes, namely, to communicate information, entertain, and persuade.

**The final task for Creating Texts is a writer’s statement for the three created texts**. In the writer’s statement you are to:

explain and justify the creative decisions made in the process of writing the three texts

explain how you used language features, stylistic features, and conventions to meet the expectations of the intended audiences and achieve the stated purposes.

*It is advised that you integrate your comments about each of the three texts as you compare and contrast them. Avoid writing about each created text separately.*

*The writer’s statement should be a maximum of 1000 words; an oral and/or multimodal writer’s statement should be of equivalent length.*

**Some guiding questions to consider for the writer’s statement:**

What forms of writing did you produce?

For what publications or contexts (eg magazine, newspaper, journal, website) are your texts intended?

What is the purpose of piece of writing?

Who are your audiences? - age group, gender, socio-economic background, values and understandings, culture

What structural and textual features did you use to produce your texts? eg title, sub-headings, layout, font(s), use of colour, text boxes, columns, use of visuals

How did these features shape your texts?

What language skills and techniques did you use? eg vocabulary, imagery, humour, tone, dialogue, use of experts, use of statistics, personal anecdotes

How did these techniques shape your texts?

How did you make your texts imaginative and original?

What difficulties did you encounter and how were these overcome?

How did you use the drafting process to bring your texts to publication standard?

**Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Design Criteria** | A | B | C | D |
| **Analysis** | | | | |
| An1. Analysis of language and stylistic features and conventions, and evaluation of how they influence audiences |  |  |  |  |
| An3. Analysis of similarities and differences in texts |  |  |  |  |
| **Application** | | | | |
| Ap1. Use of language features to create coherent texts that address the purpose, context, and audience |  |  |  |  |
| Ap2. Use of evidence from texts to support a response |  |  |  |  |
| Ap3. Use of clear, accurate, and fluent expression |  |  |  |  |