

13
50

Extension 1 Section 1 – Creative Writing

Name of Student: Milo M.

Creative

Criteria	Marks
<ul style="list-style-type: none">Composes an engaging piece of writing that skillfully responds to the questionSkilfully uses sustained characterisation and symbolismDemonstrates skillful control of language and structure appropriate to audience, purpose, context and selected form	13-15
<ul style="list-style-type: none">Composes an engaging piece of writing that responds to the question effectivelyDemonstrates effective characterisation and symbolism throughout the textDemonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	10-12
<ul style="list-style-type: none">Composes a piece of writing that responds to the question adequatelyDemonstrates sound use of characterisation and symbolism throughout the textDemonstrates sound control of language and structure appropriate to audience, purpose, context and selected form	8 7-9
<ul style="list-style-type: none">Composes a piece of writing that attempts to respond to the questionDemonstrates variable control of language	4-6
<ul style="list-style-type: none">Attempts to compose a piece of writing that has minimal relevance to the question	1-3

Reflection

Criteria	Marks
<ul style="list-style-type: none">Provides a comprehensive explanation of the stylistic choices made and specifies links to composers and texts in moduleDemonstrates effective control of evaluative language	9-10
<ul style="list-style-type: none">Provides a considered explanation of the stylistic choices made and specifies links to composers and texts in moduleDemonstrates effective control of evaluative language	7-8
<ul style="list-style-type: none">Provides a sound explanation of the stylistic choices made and specifies links to composers and texts in moduleDemonstrates variable control of evaluative language	5-6
<ul style="list-style-type: none">Provides a description of stylistic choices madeDemonstrates limited control of evaluative language	4 3-4
<ul style="list-style-type: none">Provides some relevant information about their writing	1-2

Marker Feedback:

Create: Your response begins well -
enjoying and good use of subtle
humour to mimic style of Poe -
yet your response lacks depth
of characterisation, a lack of
sophisticated symbolism and
as it develops you are unable
to sustain the NoV you set up
at the beginning.

Reflect

You draw some weak links
to one of the texts studied
and attempt to reflect on
some narrative changes -
try to explore characterisation +
symbolism + how you utilised
elements from all texts
studied.

Section 2: Analytical Writing

Name of Student: Milo M.

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive understanding of the question and module • Demonstrates a skillful evaluation of context, language, form and ideas using well-selected and detailed analysis of textual references • Composes a perceptive argument using language appropriate to audience, purpose and form 	21-25
<ul style="list-style-type: none"> • Demonstrates an informed understanding of the question and module • Demonstrates an effective evaluation of context, language, form and ideas using well-selected analysis of textual references • Composes an effective argument using language appropriate to audience, purpose and form 	16-20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the question and module • Demonstrates an understanding of context, language, form and ideas using selected textual references • Composes a sound argument using language appropriate to audience, purpose and form 	11-15
<ul style="list-style-type: none"> • Describes some aspects of the prescribed text • Demonstrates some understanding of context, language and form with limited textual references • Composes a limited response to the question 	6-10
<ul style="list-style-type: none"> • Attempts to describe some aspects of the prescribed text • Attempts to compose a response to the question 	1-5

2/1

Marker Feedback:

Verging on a non attempt -
 attempts to engage with the
 question in intro - begins to
 explore key texts - yet in
 no depth.

E

Tempe High School

Creative



Student Name / Number Milo Manning

Course Extension 1 Part 1

Class Teacher Mr Tennent

Date: _____

4 Page Book

Instructions:

- Write your name or examination number at the top of this page
- Write the number of each question or part in the margin at the beginning of each answer
- Write using black or blue pen.
- No liquid paper is to be used
- Write on the ruled pages only. You may use the unruled pages for rough work
- You may ask for an extra writing booklet if you need more space
- Do NOT remove any pages from this booklet
- You may NOT take any writing booklets used or unused from the examination room
- Follow all examination rules

EXAMINER'S USE ONLY

QUESTION	MARK
TOTAL	

(a) So beautifully vulnerable was his state of consciousness, I realized I had ~~never~~ ^{not} ~~not~~ ^{however} asked according to his new plan as I had failed to take with me a kitchen knife. I looked around the room ~~and this was a very small square state~~ and resided on a heavy baseball bat leaning ~~at an angle~~ ^{behind his door, accompanied by a framed picture of a probably famous player} which I could take his life. No, I had never been a successful opportunist, and now was certainly not the time for improvisation. As I turned the corner ~~of~~ out of his room and into the hall, ~~I stumbled~~ I clumsily tripped on the light I had brought with me. 'Edgar? Is that you?', Wilson's ^{grogy} graggy voice called for me.

the cover is right in
bring up those memories

'What are you doing - and why were you in my room?' his eyes were fixed on the clothes on his floor (I had kicked aside in order to create a path to his bed.)

I started walking back to my room, spreading up as I got further down the hall. He caught me before I could make it around the bend. ~~and into my room~~ ~~Edgar~~

'Edgar?', he said firmly. There was no escape.

'Quiet now Wilson, you wouldn't want to wake anyone up at this hour', I was ^{standing still} fawning away ~~away~~ from him as he was held onto the frame of his doorway. He was obviously rattled by my cold deflection of his question.

'What the fuck were you doing in my room!', ^{takes away from your story}

Sophisticated / Descriptive novel

there was a trouble in his voice. An unsettled urgency that demanded our explanation to be subdued. I would not give him one. I was surprised by my ~~task~~ ^{own} of ~~disinterest~~ disinterest in attempting to render the situation and justify to him that I was not, in fact, up to something, whatever.

cliche

I ~~was~~ ~~not~~ ~~even~~ had butterflies, but I was enjoying - embracing the adrenaline like a drug. I kept on walking ~~to my room~~ and he did not follow. I slid into my bed, under my covers and could feel his fear ~~from the~~ radiating across the house. ~~It was~~ ^{I could smell it.} ~~It was~~ I was in my element.

- (b) In this continuation of Edgar Allan Poe's short story William Wilson, I embody the narrative voice of Darren Aronofsky's psychological thriller Black Swan in the coda of the film where the protagonist, Nina, ~~embraces~~ embraces her fate and role of the Black Swan. She feels she is in control, or ~~rather~~ willingly letting another force take control, and in my continuation of William Wilson, this is seen in the narrator ^{Edgar's} calm, or in a ~~controversial~~ highly controversial interrogation from the victim of his murder attempt. Edgar fits

naturally ~~and so~~ into the role of the
ominous villain, and like Nina, feels no need
to justify his actions to anyone.

I also decided to implement an unreliable
narrator, as this subtly ~~and through narrative~~
~~choice~~ builds the character. The narrative choice
of an unreliable narrator mirrors the style
of that in Black Swan.



*Creative
Essay*

Tempe High School



Student Name / Number Milo Manniny

Course Extension English I, Part 2

Class Teacher Mr Tennent

Date: 25-9-19

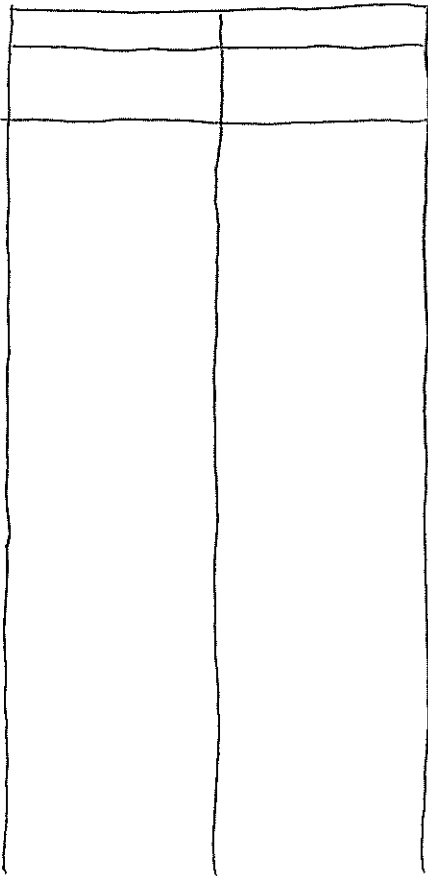
4 Page Book

Instructions:

- Write your name or examination number at the top of this page
- Write the number of each question or part in the margin at the beginning of each answer
- Write using black or blue pen.
- No liquid paper is to be used
- Write on the ruled pages only. You may use the unruled pages for rough work
- You may ask for an extra writing booklet if you need more space
- Do NOT remove any pages from this booklet
- You may NOT take any writing booklets used or unused from the examination room
- Follow all examination rules

EXAMINER'S USE ONLY

QUESTION	MARK
TOTAL	

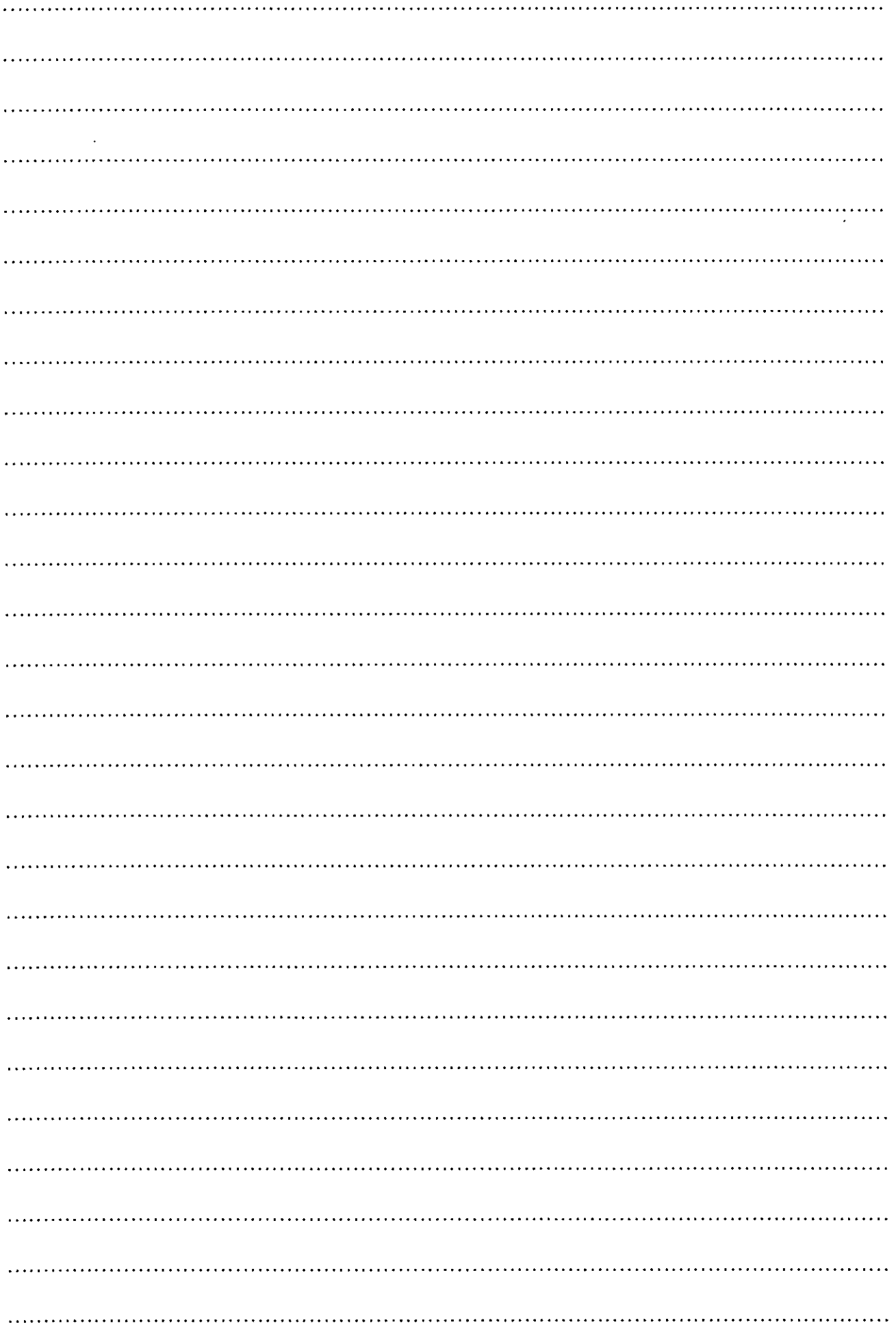


For a challenge to occur, a ~~clear~~ clash of values needs to be present. This seen in Frank Herbert's science fiction novel Dune, David Lynch's film adaptation Dune, Darren Aronofsky's psychological thriller Black Swan and Martha Tomic's graphic novel adaptation of Oscar Wilde's drama novel The Picture of Dorian Gray.

In Dune, as we watch the battle between the different class social classes, and values in the science fiction world of Dune, the values held by society are displayed. What attitudes and beliefs prevail, where does the money lie and who ~~control~~ wields power. In Dune

~~the~~
~~the~~
~~the~~
~~the~~
~~the~~
~~the~~
~~the~~

EXT.



A series of 20 horizontal dotted lines for writing.

