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| **What is the task?** | Imaginative Response Task |
| **How much is it worth?** | 20% of your yearly result - *see your assessment schedule for further details* |
| **Syllabus Outcomes** | EN5-1A, EN5-3B, EN5-4B, EN5-6C - *see your assessment schedule for further details* |
| **Task Date** | **Term 1, Week 9 (Your final English lesson in Week 9)** |
| **Can I prepare in class?** | Your teacher will provide you with **FOUR lessons** in Week 8 and Week 9 to work on this task. You may *only* receive feedback during these lessons.  *If you are absent during these planning lessons, you are responsible for catching up on your work and negotiating a time with your teacher to receive feedback.* |

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| **Task Description:** |
| As part of this unit you have explored the concept of **genres**, and how they are shaped by conventions such as plot, character, setting, and film or literary techniques.  For this task, you will compose a piece of imaginative writing IN CLASS under exam conditions.  You will be required to:   * select an existing character from your **core text** * insert them into a **new, original setting** that is relevant to your focus genre   You should ensure that:   * any dialogue and events are original. You may include references to the core text. * you demonstrate a deep understanding of your **focus genre** by incorporating a **range of conventions** * you focus on **setting**, and how descriptive language can shape the imaginative worlds within texts.   You should aim to write 500-600 words and will have the whole lesson to complete your response under exam conditions.  You are also permitted to utilise a **Notes Sheet** to assist your response, which you will produce during preparation lessons. |

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| **English Faculty Assessment Task Policy** |
| *Penalties will apply for late submission, non-submission and plagiarism. Technology failures (e.g. unable to print/email, wrong email address, lost USB) will not be accepted as justification for late submission. Please refer to the Stage 5 English assessment procedures, available from your English teacher or Student SharePoint, for further information.* |

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| Name: | Teacher: | **Total mark: /20** |

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| **MARKS** | **5** | **4** | **3** | **2** | **0 -1** |
| **Control of**  **Form** | Highly-coherent and sophisticated control of form. Response is skillfully structured and features a fluent and logical progression of ideas. | Coherent and well-developed control of form. Response is effectively structured and progression of ideas is logical. | Composes a mostly-coherent response. Some attempt to develop/maintain structure. Sound progression of ideas. | Produces a limited and/or incoherent response. Little to no evidence of structuring. Basic development and/or progression of ideas. | Very limited or no attempt at producing a response. |
| **Language Techniques** | Highly-effective representation of setting and character using a sophisticated range of language techniques. Skillfully evokes an existing character from core text within original setting. | Effective representation of setting and character using appropriate language techniques. Evokes a character from core text within an original setting. | Sound representation of setting and/or character using some language techniques. May attempt to evoke a character from the core text. Setting may be original. | Basic representation of setting and/or character. Limited use of language techniques. Non-meaningful/no references to core text. | Very limited use of language. Composition is irrelevant or inappropriate to purpose. |
| **Conceptual Understanding** | Highly imaginative and engaging response. Demonstrates a sophisticated knowledge of focus genre. Narrative and word choice reflect perceptive understanding of and ability to represent key conventions. | Composes an imaginative response. Demonstrates a well-developed knowledge of the genre. Narrative reflects an effective understanding of key conventions. | Sound response which demonstrates a developing knowledge of the genre. Narrative and word choice may reflect some understanding of conventions. | Response may be simplistic and/or irrelevant to focus genre. May not attempt to represent key conventions. | Non-genuine attempt to develop ideas. Does not demonstrate an understanding of genre or conventions. |
| **Planning** |  |  | Effective use of preparation lessons to plan response. Notes Sheet completed on time. Seeks and implements teacher and/or peer feedback. | Mostly-consistent use of preparation lessons. Notes Sheet may be incomplete. May not seek or meaningfully apply teacher feedback. | Little to no evidence of preparation during class time. Very little or no planning on Notes Sheet. |
| **Proof reading** |  |  |  | Less than 5 errors in spelling, punctuation and grammar. Response may include evidence of editing to enhance word choice and/or improve errors | More than 5 errors/extensive errors in spelling, punctuation and grammar. Little to no evidence of editing or improvement. |

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| **Medals** | **Missions** |
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| **NOTES SHEET** | |
| Focus Genre: |  |
| Core Text: |  |
| Character from  Core Text: |  |
| New setting: |  |
| *Use the spaces below to plan each section of your story. Use dot points only.*  *You should not use sentences or phrases that you will include in your story, only notes to prompt yourself.*  **OPENING** | |
| **PLOT POINT ONE** | |
| **PLOT POINT TWO** | |
| **ENDING/CLOSURE** | |