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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:** |
| This term, you studied a **genre** and how it was represented within your core text, through **conventions** such as plot, character and setting.  For this task, you will:   * select **one character** from your **core text** * insert them into a new piece of imaginative writing based in an **original setting.** The setting must be relevant to your focus genre.   You should ensure that:   * dialogue and events are original. You may make some references to the core text. * you include at least **three** conventions related to your **focus genre** * you focus on **setting**, and how descriptive language can shape the imaginative worlds within texts.   You should aim to write 300-400 words. You will have the whole lesson to complete your response under exam conditions.  You are also permitted to use a **Notes Sheet** to assist your response, which you will fill in 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** | **4** | **3** | **2** | **1** | **0** |
| **Control of**  **Form** | Produces a coherent and well-structured response. Progression of ideas is logical and thoughtful. | Produces a coherent response. Some attempt to develop structuring. Sound progression of ideas. | Mostly-coherent response. Structure may be unclear or undeveloped. Some evidence of progression of ideas. | Very limited and/or incoherent response. Little to no use of structure. Basic development and/or progression of ideas. | No attempt to produce a response. |
| **Language Techniques** | Well-developed representation of setting and character through the use of some language techniques. Successfully inserts a character from the core text into an original setting. | Sound representation of setting and/or character. May attempt to use language techniques. Draws on a character from the core text. | Basic representation of setting and/or character. Non-meaningful or no references to core text. | Very limited use of language. Composition is irrelevant or inappropriate to task. | Minimal use of language to respond to task requirements. |
| **Conceptual Understanding** | Response is imaginative and demonstrates a developed knowledge of the focus genre. Narrative and word choice reflect effective understanding of key conventions. | Response demonstrates a basic knowledge of the genre. Narrative and word choice may reflect some understanding of conventions. | Response and ideas may be simplistic and/or irrelevant to focus genre. May not attempt to represent key conventions. | Non-genuine attempt to develop ideas. Inadequate understanding of genre or conventions. | Response does not relate to focus genre or conventions. |
| **Planning** |  | Effective use of preparation lessons to plan response. Notes Sheet completed on time. Seeks and applies teacher and/or peer feedback. | Mostly-effective use of preparation lessons to plan response. Notes Sheet completed on time. May seek or apply teacher feedback. | Inconsistent use of preparation lessons. Notes Sheet may be incomplete. May not seek or meaningfully apply teacher feedback. | No evidence of preparation during class time. Very little or no planning on Notes Sheet. |
| **Proof reading** |  |  | Less than 10 errors in spelling, punctuation and grammar. Response may include evidence of editing to enhance word choice and/or improve errors. | More than 10 errors in spelling, punctuation and grammar. Response may include evidence of editing. | Extensive errors in spelling, punctuation and grammar. 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**  Where will your story begin - what is the setting, and does it relate to your genre? What can they see, smell, touch, or feel? What sort of mood will you try to develop in this opening? | |
| **ACTION AND EVENTS**  **What** actions or events will occur in this setting? **How** will they affect your character? **Why** might these events occur? Do they act as a prequel/sequel/ ‘deleted scene’ from the core text? Do these events and settings relate to the **genre?**         *Hint: You may wish to include a* ***second*** *series of actions and events in the box below.* | |
| **ACTION AND EVENTS**  What actions or events will occur in this setting? How will it affect your character? Why might these events occur? | |
| **ENDING/CLOSURE**  How will your story end? Will your character remain within the original setting? Does the ending relate to the events of your core text or go in a new direction? | |