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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 Weeks 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 **genre**, and how they are shaped by conventions such as plot, character, setting, and film or literary techniques. Part 1 – Imaginative ResponseDuring planning lessons and in your own time, you will compose a piece of imaginative writing which:* selects an existing character from your **core text**
* inserts 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 relevant conventions**
* you focus on **setting** as a genre convention, and how descriptive language can shape the imaginative worlds within texts.
* your response is 600-700 words in length

Part 2 – Annotation and ReflectionOn the day that you submit your Imaginative Response, you will complete an **annotation** and short **critical reflection** in class under exam conditions. This section of the task will require you to identify and explain how you used genre conventions, and justify your creative choices.Ensure that you:* annotate any **TWO** paragraphs of your story (you may select them)
* for **each** of your selected paragraphs compose ONE critical reflection using the **STEAL** paragraph structure

**NOTE:**Your teacher will provide you with samples of an annotation and critical reflection prior to the task date. You will also be provided with instructions to assist you on the day. |

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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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| **PART 1: IMAGINATIVE RESPONSE** | **MARKS** | **4** | **3** | **2** | **1** | **0** |
| **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 in spelling, punctuation and grammar. Response may include evidence of editing. | Extensive errors in spelling, punctuation and grammar. No evidence of editing or improvement. |
| **PART 2:** **REFLECTION** | **Annotation and Critical Reflection** | Insightfully annotates 2 paragraphs to identify use of techniques and conventions. Supports and analyses annotations via a perceptive critical reflection using STEAL structure in 2 paragraphs. | Annotates 2 paragraphs to identify use of techniques and conventions. Supports annotations via a thoughtful critical reflection using STEAL structure in 2 paragraphs. | Partially incomplete/ annotates 1 paragraph. Attempts to compose a critical reflection with developing use of STEAL structure in at least 1 paragraph. | Limited attempt to annotate response. May not identify techniques. Basic reflection with little to no evidence of STEAL structure. | Non-genuine or no attempt to annotate or reflect on imaginative response.  |

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| **Medals** | **Missions** |
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| **PLANNING SCAFFOLD** |
| Focus Genre: |  |
| Core Text: |  |
| Character from Core Text: |  |
| New setting (brief outline): |  |
| *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***
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| **PLOT POINT ONE***
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| **PLOT POINT TWO***
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| **ENDING/CLOSURE***
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