



CALLAGHAN COLLEGE WALLSEND CAMPUS
YEAR 9 ENGLISH 2014 – IMAGINED WORLDS
Assessment Task Three

Module	Imagined Worlds
Weighting	15% (based on revised assessment schedule)
Syllabus Outcomes	A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts EN5-4B A student investigates the relationships between and among texts EN5-6C
Modes	Viewing/Representing (Speaking and Listening component in class)
Medium	Critical Response
Date Due	Term Two – Week 9 Monday June 23 (in-class task)

Task Description:

As part of this unit students have been exploring the concept of genre and the ways in which the world of a genre is created through conventions such as characterisation and the development of an effective setting. For this task you need to answer the following question:

Composers of genres use a range of conventions to create an imaginative “world”.

How has the composer of your chosen text used characterisation and/or setting to create an imaginative world that reflects the genre?

- You may refer to any one text you have studied in class.
- You may also refer to other conventions in your response.
- You will complete this task during class time as allocated by your teacher. It is expected that you aim to write around 500 words.
- You may bring the attached notes sheet and scaffold in to the task with you. Follow the sheet instructions carefully. *Your notes sheet may only have bulleted notes – not an entire essay.*
- Your teacher will provide **two lessons** for you to *independently* write a draft for this task in Week 8. You *may* only receive feedback on your draft work during these lessons. You are also expected to prepare at home to ensure your work is of the highest quality.
- *If you are absent, you are responsible for negotiating a time with your teacher to receive feedback.*

Students will be assessed on their ability to:

- Demonstrate the ability to identify and analysis a range of genre conventions, forms and features
- Construct a sustained response which reflects ideas, context and values
- Compose an effective and well-structured analysis including close textual references
- Evaluates setting and characterisation in a discerning way to explore the genre

Assessment Task Policy Notes:

- If you are aware that you will be absent on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence.
- If you are absent **on the day** of an assessment task you must submit an illness/misadventure form signed by your parent/guardian to the HT English on your *first day back at school*. Be prepared to complete/submit your task on your first day back. Non submission of an illness/misadventure form will result in a 10% deduction of marks for every day the task is late (including weekends).
- A zero award will be recorded for not making a genuine attempt of an assessment task.
- An N Award warning notification will be generated for failing to attempt a task.
- Students who plagiarise from other texts or the internet will receive zero marks for this task. Remember to manage your time effectively. Speak to your teacher if you have any questions.



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MARKS	4	3	2	1	0
AUDIENCE + PURPOSE			Shows a developing awareness of audience through appropriate use of effective language and sustained ideas.	Attempts to be aware of audience through sound use of language and some developed ideas.	Simplistic language choices. Ideas are disjointed.
TEXT STRUCTURE (extended critical response)		Confidently controls the correct textual form using a skillful range of structural conventions to form a cohesive analytical response. Clear sense of intro, body, conclusion model.	Composes the correct textual form using an effective range of structural conventions. Reinforced by appropriate language. Attempts to develop intro, body, conclusion model.	Text demonstrates limited use of textual form to communicate ideas.	There is little to no use of structural devices to organise the text.
UNDERSTANDING OF GENRE CONVENTIONS		Ideas are well-developed. There is an effective effort to explore key conventions of the genre such as character and setting.	Ideas are coherent and show some knowledge of the genre conventions such as character and setting.	Ideas are simplistic and may be irrelevant to conventions of the genre such as character and setting.	No genuine attempt to develop ideas. Does not discuss setting and/or characters.
ANALYSIS	Thoughtful and insightful discussion of conventions which reflect the genre. Clear ability to evaluate technical aspects of the genre that create meaning for the responder.	Well-developed use of conventions which reflect genre. Adequate ability to evaluate technical aspects of the genre that create meaning for the responder.	Attempts to outline the use of genre conventions. Attempts to evaluate technical aspects of the genre that create meaning for the responder.	Some simplistic references to genre conventions. Limited ability to evaluate technical conventions of the genre.	No genuine attempt to analysis genre conventions. Literary techniques are not evaluated in the text.
VOCABULARY + METALANGUAGE			Vocabulary choices are purposeful and may include some sophisticated language choices and metalanguage specific to the genre.	Vocabulary choices are well-developed and appropriate.	Vocabulary is limited in range and the text is very brief.
SENTENCE STRUCTURE + PARAGRAPHS			Simple and compound sentences are correctly used. Some complex sentences are attempted. Attempts to paragraph correctly.	Simple sentences dominate the text. Some paragraph issues.	Little to no attempt to use sentences and paragraphs correctly.
PUNCTUATION			Purposeful and effective use of punctuation to control and manipulate the text.	Correct use of sentence punctuation to create a fluent text. Most other punctuation is correct.	Some punctuation is used correctly.
SPELLING			Simple and most common words are spelt correctly. The student attempts to spell some difficult words.	Most simple and common words are spelt correctly. These include compound words, common homophones and common words with silent letters.	Some simple words spelt correctly.

Feedback

Medals	Missions
Final Mark: /20	
Marker:	



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Extended Response Scaffold

<p>Introduction</p>	<ul style="list-style-type: none"> Address the question (establish your thesis) – in this case, clearly outline how setting and/or characterisation (and other conventions) are used to effectively convey a sense of the “world” created in your selected genre – be sure to outline what genre you are analysing. Introduce the title/form/composer of your texts. Identify the <i>conventions/reasons/ideas</i> you will analyse. Your introduction acts as the plan for the rest of the essay. Remember, your introduction is the first impression for your essay and sets the tone. Your introduction should be a paragraph of about 5-8 lines in length. 			
<p>Body</p>	<p>PARAGRAPH ONE (Convention One – For example – characterisation)</p> <ul style="list-style-type: none"> Introduce the first reason to support your thesis. Discuss the reason in detail. Use the I.E.E.L scaffold to analyse any techniques/conventions in detail. <p>PARAGRAPH TWO (Convention Two – For example – setting)</p> <ul style="list-style-type: none"> Introduce the second reason to support your thesis. Discuss the reason in detail. Use the I.E.E.L scaffold to analyse any techniques/conventions in detail. <p>PARAGRAPH THREE (Convention Three – For example – descriptive writing, symbolism, juxtaposition, narrative perspective, costuming, flashbacks)</p> <ul style="list-style-type: none"> Introduce the third reason to support your thesis. Discuss the reason in detail. Use the I.E.E.L scaffold to analyse any techniques/conventions in detail. <p>I.E.E.L Scaffold (or S.T.E.E.L)</p> <ul style="list-style-type: none"> IDENTIFY the convention/technique/idea (simply say what it is) Provide at least one EXAMPLE (use a quote or a detailed reference) Explain the EFFECT (how effective is it in conveying the genre/world?) LINK the analysis to the essay question <i>or</i> the concept of genre 			
<p>Conclusion</p>	<ul style="list-style-type: none"> Summarise your essay. Repeat your main thesis by outlining the reasons that you discussed. Finish on a strong statement that addresses the question. 			
<p>Metalanguage and Vocab</p>	<p>genre protagonist antagonist archetypes symbolism composer responder</p>	<p>narrative perspective context microcosm foreshadowing representation symbolism textual mode</p>	<p><i>Synonyms of “shows”:</i> Conveys, illustrates, depicts, highlights, delineates, elucidates, exposes, reveals, expresses, portrays, represents.</p>	<p><i>Synonyms of “techniques”:</i> ways, representation, devices, elements, aspects, tools, choices, conventions.</p>



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Student Note Sheet for Task

*This is the only sheet you may bring in during your task.
You must handwrite your notes in **bullet form only**. This sheet must be submitted with your final task.*

Text Details and Genre Notes		Quotes/Evidence
Characterisation Notes		Quotes/Evidence
Setting Notes		Quotes/Evidence
Other Techniques that help to create and reflect chosen genre		Quotes/Evidence