ORANGE HIGH SCHOOL
ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Dystopian Worlds
Head Teacher	M Peasley
Year	Year 10
Date Given	Term 3, Week 6
Date Due	Term 3, Week 9 – completed in class
Weighting	25% (Part One – 15%; Part Two – 10%)

Assessment Outline

The two parts of this task will be completed across two consecutive English lessons.

10.1, 10.2, 10.3 & 10.4 – both lessons on Tuesday, 13th September
10.5, 10.6, 10.7 & 10.6 – double period on Monday, 12th September

Part One – 30 minutes
You will write the opening of an imaginative piece set in a dystopian world you have created. You will be provided with TWO stimulus options to use as inspiration for your piece.

Part Two – 30 minutes
You will write a reflection on your imaginative piece in response to one of the following questions:

1) *How have you shaped your piece to evoke a particular response from the reader?*
                                        OR
2) *How have you used conventions of dystopian fiction to construct a believable world?*

Drafts: Formal drafts will not be accepted for this task. However, you will be provided time in class to work on drafting and developing your piece and to receive informal feedback from your teacher.

Non-completion of task:

If you know you are going to be away on the day of the task, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day of the task, you must contact your teacher or Head Teacher on the first day you return to school and provide documentation explaining your absence (e.g. medical certificate).

Plagiarism:

Plagiarism (using the work of others without acknowledgement) will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

Outcomes
EN5-1A responds to and composes increasingly sophisticated and sustained texts forunderstanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-3B selects and uses language forms, features and structures of texts appropriate to arange of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Part ONE   /15

Name / Class: _____

Criteria	Outstanding	Developed	Sound	Developing	Limited
Genre Applies understanding of the conventions of dystopian fiction to craft an engaging piece	Sophisticated use of conventions of dystopian fiction to engage the reader May subvert conventions for a clear purpose	Effective use of conventions of dystopian fiction to engage the reader	Adequate use of conventions of dystopian fiction to engage the reader	Demonstrates some awareness of conventions of dystopian fiction but does not use them to engage the reader	Limited use of conventions of dystopian fiction
	5	**4**	**3**	**2**	**1**
Narrative Features Uses various features of language and structure to craft an engaging piece	Skilfully manipulates a variety of features of language and/or structure appropriate to audience and purpose	Effectively manipulates features of language and/or structure appropriate to audience and purpose	Adequately manipulates features of language and/or structure with clear purpose	Includes some recognisable features of language and/or structure with some connection to purpose or audience	Limited effort to use features of language and/or structure to engage a reader
	5	**4**	**3**	**2**	**1**
Control of language Spelling, tense, punctuation, sentence structure, paragraphing, etc.	Sophisticated language use – consistent control of spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and other grammatical features.	Sound use of language – increasing issues with language disrupt the flow of the narrative	Variable use of language – increasing issues with language that significantly disrupt the flow of the narrative	Consistently inaccurate use of language across multiple areas, which dramatically impedes meaning
	5	**4**	**3**	**2**	**1**

Comment:

Part TWO   /10

Criteria				
Reflection Reflects on language choices and processes with regard to purpose and audience	Reflects insightfully on language choices and processes in response to the chosen question	Reflects on language choices and processes in response to the chosen question	Attempts to respond to the chosen question with some reference to audience and purpose	Limited engagement with the chosen question No attempt to discuss language choices
	4	**3**	**2**	**1**
Mentor text Makes close reference to ONE mentor text that influenced the development of the piece		Makes explicit connections between Part One and ONE mentor text Provides specific evidence of language forms/features from mentor text that influenced their writing	Makes general connections between Part One and ONE mentor text Refers generally to language forms/features from mentor text that influenced their writing	Refers to a mentor text without making clear connections with Part One
		3	**2**	**1**
Control of language Spelling, punctuation, sentence structure, paragraphing, etc.		Solid control of language Minimal errors in spelling, punctuation, sentence structure, etc.	Sound control of language Some errors in spelling, punctuation, sentence structure, etc.	Limited control of language Persistent errors in spelling, punctuation, sentence structure, etc.
		3	**2**	**1**

Comment: