



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 on Wednesday 13 September
Weighting	30% (Part One – 15%; Part Two – 15%)

Assessment Outline

Part One – 20 minutes

You will write **an excerpt from a story** set in a dystopian world you have imagined.

Part Two – 20 minutes

You will write **a reflection** in response to one of the following questions. In your reflection you will explain your creative choices and how they were inspired by a particular mentor text.

1) *How have you created a dystopia to evoke a particular response from your reader?*

OR

2) *How have you used dystopian conventions in your worldbuilding?*

Drafts: Formal drafts will not be accepted for this task. However, you will be provided time in class to work on planning and developing your piece and to receive verbal 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 for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-3B 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

EN5-4B 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

You may hand this planning sheet in on or before Tuesday 12th September.
You can have this planning sheet with you when you are writing your story excerpt.

Planning my Dystopian Story

Circle or highlight the dystopian convention/s you will include in your story excerpt.

Government Control	Survival	Propaganda
Technological Control	Loss of Individualism	Dystopian protagonist
Environmental Decay	Apparent Utopia	Segregated society
Censorship		

Which POV/s will you write from?

First Person Second Person Third Person Limited Third Person Objective Third Person Omniscient

Which tense/s will you write in?

Past tense Present tense Future tense

Language or narrative features I will include:

Briefly outline your plan for...

Setting	Character
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Reflection Prep - Highlight the question you will answer

1) *How have you created a dystopia to evoke a particular response from your reader?*

OR

2) *How have you used dystopian conventions in your worldbuilding?*

Key ideas in response to the question

Mentor Text

Title:

Author:

Key language or stylistic elements:

Quote/s to illustrate elements:

Part ONE /15 Name / Class: _____

Criteria	Outstanding	Developed	Sound	Developing	Limited
Genre Applies understanding of the conventions of dystopian fiction to craft an engaging composition	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 narrative to craft an engaging composition	Skilfully employs a variety of language and narrative features in a nuanced and engaging way.	Effectively employs a variety of language and narrative features in an engaging way.	Employs some language or narrative features in an attempt to engage their audience.	Includes some recognisable features of language and/or narrative but these are ineffective or lack clear purpose.	Limited effort to use features of language and/or narrative to engage a reader.
	5	4	3	2	1
Control of language Spelling, tense, POV punctuation, sentence structure, paragraphing, etc.	Sophisticated language use – consistent control of tense, POV, spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in tense, POV spelling, punctuation or other grammatical features.	Sound use of language – increasing issues with tense and POV or other language elements which disrupt the flow of the composition.	Variable use of language – increasing issues with language that significantly disrupt the flow of the composition.	Consistently inaccurate use of language across multiple areas, which dramatically impedes meaning
	5	4	3	2	1

Comment:

Part TWO /15 Name / Class: _____

Criteria					
<p>Reflection Reflects on language choices and processes with regard to purpose and audience</p>	<p>Reflects insightfully on language choices and processes in response to the chosen question, using specific examples from their narrative to support their ideas related to purpose.</p>	<p>Reflects insightfully on language choices and processes in response to the chosen question with general references to their narrative and purpose.</p>	<p>Describes language choices and processes in response to the chosen question but does not reference their own narrative or purpose.</p>	<p>Describes their narrative and attempts to respond to the chosen question.</p>	<p>Limited engagement with the chosen question No attempt to discuss creative choices.</p>
	5	4	3	2	1
<p>Mentor text Makes close reference to a mentor text and explains how it influenced the development of their composition.</p>	<p>Makes specific connections between their composition and a mentor text. Provides substantial specific evidence of language forms/features or conventions from a mentor text that influenced their writing, justifying choices made in their composition.</p>	<p>Makes clear connections between their composition and a mentor text. Provides specific evidence of language forms/features or conventions from a mentor text that influenced their writing, linking this to choices made in their composition.</p>	<p>Makes general connections between their composition and a mentor text. Refers generally to language forms/features or conventions from mentor text that influenced their composition.</p>	<p>Refers to a mentor text but does not clearly link it to their composition.</p>	<p>Does not refer to a mentor text.</p>
	5	4	3	2	1
<p>Control of language Spelling, punctuation, sentence structure, paragraphing, etc.</p>	<p>Sophisticated language use – consistent control of spelling, punctuation and other grammatical features.</p>	<p>Well-developed language use – some minor issues in spelling, punctuation and other grammatical features.</p>	<p>Sound use of language – increasing issues with language disrupt the flow of the composition.</p>	<p>Variable use of language – increasing issues with language that significantly disrupt the flow of the composition.</p>	<p>Consistently inaccurate use of language across multiple areas, which dramatically impedes meaning</p>
	5	4	3	2	1

Comment: