Orange High School

Subject: English   **Year: 10**

Year 10 Dystopian Worlds Project 2019

PART A

Driving question –

How does today lead to tomorrow's dystopia? (How is the future impacted by the present world?)

In pairs you will create a dystopian world though the digital medium and language.

It will be a multimodal, digital narrative.

Some approaches could be:

- Website
- Game
- Digital Graphic novel
- iBook
- Own proposal

You can use sound, music and video but written text must be a significant element (at least 1000 words).

The navigation should be intuitive for the responder.

All students will use a process journal to reflect meaningfully on the process.

PART B

You will be required to submit a reflection on the process in class during Week 10.

The Reflection Statement is composed at the end of the composition process and is a personal, critical reflection on the process involved in completing the task and on the completed product.

The Statement will have a maximum limit of 600 words.

The Reflection Statement:
- summarises the intention of the project and reflects on the creative process
- includes an outline of the intended audience for the project and the purpose for which it was composed
- supports the project, explaining the relationships of concept, structure, technical and language features and conventions
- explains the development of concepts during the process of composition, making clear the links between investigation and the development of the finished product
- indicates how you realised the concepts in the final product

<u>Weighting:</u> 25%

<u>Date Given:</u> Week 4, Term 2   <u>Due Date:</u>   Thursday, Week 8, Term 2

<u>Outcomes Assessed:</u>

EN 5-5C - Respond to and compose a range of sustained imaginative, informative, persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive emotional and moral complexity.

EN5-7C - Respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure.

EN5-9E - Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

<u>Non-completion of Task:</u>

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

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

<u>Plagiarism</u>

Please Note: that plagiarism, the using of the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties

Creative writing – Utopian/Dystopian world

Criteria	Outstanding	Effective	Sound	Developing	Limited
Creates an engaging and imaginative dystopian world integrating the characteristics of dystopian texts.	Sophisticated use of the characterisitics of a utopian/dystopian text in their project. Sophisticated, engaging and original storyline.	Well developed use of the characteristics of a utopian/dystopian text in their project. Innovative and engaging storyline.	Uses some of the characteristics of a utopian/dystopian text in their project. Pedestrian, sound story idea and concept.	Basic characteristics of a utopian/dystopian text in their project. Under-developed story idea that lacks engagement and may recount.	Minimal use of characteristics of a utopian/dystopian text in their project. Limited plot development and may retell or rely on stereotyped ideas.
Utlises digital form to create an innovative and engaging digital text that is navigated intuitively.	Creates an interesting and detailed digital text that is interactive and uses a variety of features to engage the responder. The navigation is intuitive.	Creates a well-developed digital text that is interactive and uses digital features. The navigation is easy to follow.	Creates a sound digital text. Some areas may be under developed. Some inconsistency in navigation.	Creates a digital text that is simplistic and underdeveloped.	Limited to no use of digital form
Control of language - spelling, tense, point of view, punctuation and use of compound and complex sentences.	Sophisticated language use – consistent spelling, punctuation and other grammatical features. A diverse range of simple, compound and complex sentences to enhance meaning and control pace.	Well developed language use – some minor issues spelling, punctuation and other grammatical features. A range of simple, compound and complex sentences to enhance meaning and control pace.	Sound use of language – increasing issues with language, maybe focused on one area – eg spelling. Mostly simple sentences. Some evidence of compound and complex sentences to enhance meaning.	Variable use of language – increasing issues with language, maybe focused on one or more areas – eg spelling and punctuation Mainly simple and some compound sentences	Inconsistent use of language, across multiple areas which dramatically impedes meaning. Limited ability to control sentence structure.
Use of the textual features of a narrative such as dialogue, diverse vocabulary choices and use of techniques such as metaphors, similes, imagery, alliteration, personification and symbolism.	Sophisticated range of language features that add depth and engagement to the narrative. Multiple devices should be employed to suit purpose. *Sophisticated development of characters and settings.*	Well developed range of language features that add a level of depth and engagement to the narrative. A range of devices should be employed to suit purpose. *Strong development of characters and settings.*	A sound range of language features that add interest and help to create engagement in the narrative. A range of devices should be employed to suit purpose. *Some development of characters and settings.*	Variable use of language features. Maybe one or two examples are present, these may be clichéd or predictable. *Limited development of characters or settings.*	Limited use of language features. Maybe one or two examples are present. No development of character development or settings.
Purposefully reflects on, assesses and adapts their individual and skills	Sophisticated understanding of and reflection on their skills. Highly developed ability to implement teacher feedback.	Effective understanding of and reflection on their skills. Strong ability to implement teacher feedback.	Sound understanding of and reflection on their skills. Attempts to implement teacher feedback.	Basic understanding of and reflection on their skills. Some attempt to implement teacher feedback. May not be successful.	Limited understanding/reflection. May not attempt all questions. Limited ability to implement teacher feedback.