



Orange High School

Stage 5

Subject: English

Year: 10

Dystopian Worlds Fiction – Assessment Task

Assessment Outline:

Compose a piece of creative writing that reflects the concept/theme of a Utopia or Dystopia. It should be based on an event that could happen in a Utopian/Dystopian world. You will also complete a reflection task.

Task Description:

You are to write a narrative that is set within a distinctive utopian/dystopian world of your creation. You will need to integrate the forms and features of this genre, as studied in class, into your narrative. You will need to submit a draft on Monday of Week 7, to gain feedback from your classroom teacher, and then use the feedback to refine your narrative.

Task Guidelines:

- * You will be provided with 8 images to stimulate your writing. You **do not** have to use these images in your narrative.
- * You will be given time in class to prepare a draft.
- * You will submit a draft to your class teacher for feedback.
- * You will be given 1 lesson to write a final narrative set in a dystopian world of your choice/creation.
- * You will write a 300-350-word reflection about the creative process and bring to the lesson.
- * You will have your reflection with you while you write your narrative but **WILL NOT** have access to your draft or notes during the actual task in Week 8

Weighting: 25%

Date Given: Week 4, Term 2

Due Date: Monday, Week 8, Term 2

Outcomes Assessed:

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

Non-completion of Task:

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.

Plagiarism

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

Reflection Task Guidelines

- Introduce the name of your story and where it is set.
- Summarise the feedback provided to you by your teacher on this piece. What was their advice?
- List **one** area for development identified by your teacher. What did you do to address this area in your narrative?
- Identify two language devices used in your piece.
- Explain at least **two** specific characteristics of a dystopian text that you have included in your story.
- What do you believe to be a strength of your piece and why?
- What did you learn from the process of creating the task?

Sample Reflection

My narrative titled “Thirst” explores a dystopian world where water is limited and allocated based on age and contribution to society. The Society of Water (SOW) is a worldwide government whose aim is to preserve the Earth’s dwindling water supply. It is set in 2219. Theo, the main character is attempting to escape his menial job weeding the sparse desert. I brainstormed this idea after exploring the concepts of a dystopia in class. Drought is an enormous concern in our current society and the dwindling water supply is something I think will cause future issues.

My teacher gave me feedback about my use of description, figurative language and how I utilised the characteristics of a dystopian world. She said I “told too much” rather than showed and the ending needed to be more “interesting”. She also suggested I work on my sentence structure and ensure that I use an interesting selection of words. My teacher said I had too many characters, so I reduced them.

I tried to use a lot of figurative devices in my final narrative draft. One example of personification was “the angry, sulky cries of the bare branches” which highlighted the tension and angst in the hard landscape. I also used a simile “her smile cracked my exterior, like the warm sun on a winter’s day” to compare a feeling of emotion to warmth and also show how my character was developing feelings.

Two characteristics of a dystopian world I used were that the citizens are under constant surveillance and the natural world was untrusted. The water use in “Thirst” is monitored by sensors embedded in skin at birth and the natural world has been ignored and the seasons are artificially manipulated which worsens the drought.

One strength of my narrative is that it has a really good concept and an interesting plot. This makes it more exciting for the reader. I struggled with the planning and drafting of this task but have learnt more about creative writing and language.

Creative writing – Utopian/Dystopian world

Criteria	Outstanding	Effective	Sound	Developing	Limited
Creates an engaging and imaginative utopian/dystopian world integrating the characteristics of dystopian texts.	Sophisticated use of the characteristics of a utopian/dystopian text in their narrative. Sophisticated, engaging and original storyline.	Well developed use of the characteristics of a utopian/dystopian text in their narrative. Innovative and engaging storyline.	Uses some of the characteristics of a utopian/dystopian text in their narrative. Pedestrian, sound story idea and concept.	Basic characteristics of a utopian/dystopian text in their narrative. Under-developed story idea that lacks engagement and may recount.	Minimal use of characteristics of a utopian/dystopian text in their narrative. Limited plot development and may retell or rely on stereotyped ideas.
Organises response using the appropriate structural features and paragraphing.	Sophisticated narrative structure that contributes to the engagement of the story. Consistent and considered paragraphing.	Well developed narrative structure that contributes to the engagement of the story. Occasional inconsistencies in paragraphing.	Sound use of narrative structure – some areas may be under developed. Some inconsistency in paragraphs that may impede meaning.	Variable use of narrative structure – some areas may be under developed. Inconsistent paragraphing that detracts from meaning	Limited to no use of narrative structure. No evidence of paragraphing.
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. <i>Sophisticated development of characters and settings.</i>	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. <i>Strong development of characters and settings.</i>	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. <i>Some development of characters and settings.</i>	Variable use of language features. Maybe one or two examples are present, these may be clichéd or predictable. <i>Limited development of characters or settings.</i>	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.



Dystopias: Definition and Characteristics

Utopia: A place, state, or condition that is ideally perfect in respect of politics, laws, customs, and conditions.

Dystopia: A futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral, or totalitarian control. Dystopias, through an exaggerated worst-case scenario, make a criticism about a current trend, societal norm, or political system.

Characteristics of a Dystopian Society

- Propaganda is used to control the citizens of society.
- Information, independent thought, and freedom are restricted.
- A figurehead or concept is worshipped by the citizens of the society.
- Citizens are perceived to be under constant surveillance.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state.
- The natural world is banished and distrusted.
- Citizens conform to uniform expectations. Individuality and dissent are bad.
- The society is an illusion of a perfect utopian world.

Types of Dystopian Controls

Most dystopian works present a world in which oppressive societal control and the illusion of a perfect society are maintained through one or more of the following types of controls:

- Corporate control: One or more large corporations control society through products, advertising, and/or the media. Examples include *Minority Report* and *Running Man*.
- Bureaucratic control: Society is controlled by a mindless bureaucracy through a tangle of red tape, relentless regulations, and incompetent government officials. Examples in film include *Brazil*.
- Technological control: Society is controlled by technology—through computers, robots, and/or scientific means. Examples include *The Matrix*, *The Terminator*, and *I, Robot*.
- Philosophical/religious control: Society is controlled by philosophical or religious ideology often enforced through a dictatorship or theocratic government.

The Dystopian Protagonist

- often feels trapped and is struggling to escape.
- questions the existing social and political systems.
- believes or feels that something is terribly wrong with the society in which he or she lives.
- helps the audience recognize the negative aspects of the dystopian world through his or her perspective

