**Assessment Task 1 – Year 10 - Dystopia**

**Task** -­‐ Creative Writing Task

**Weighting** -­‐ 25%

**Due** -­ Thursday 29th March 2018 (Week 9)

**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

**EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

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

**Task Description:** Choose one of the following images as a stimulus to write an extended creative response reflecting your knowledge of the dystopian genre. It should be between 500 and 1200 words and set in a dystopian world. Your response should draw inspiration from at least one of the stimulus images. Please be reminded that responses in the lower word limit range may have difficulty accessing the higher marks.

**Methodology**

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| 1. Choose an image and brainstorm ideas.  |  |
| 2. Write a draft story. Remember the sizzling start, setting, and imagery. Try to vary your sentences. Remember to self-edit and correct any obvious mistakes. |  |
| 3. Submit your draft for feedback- drafts will not be accepted in the week before it is due i.e. after the Thursday of week 8 |  |
| 4. Refine your draft based on the given feedback and take responsibility for actively improving your work |  |
| 5. Submit your typed hard copy to your teacher on the due date. (If you do not have something to hand in that day, you will hand write the story in the double period under supervision of the Head Teacher) |  |

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| DYSTOPIA MARKING CRITERIA | MARK AND GRADE |
| * Narrative is clearly informed by a deep understanding of the elements of the dystopian genre and makes use of one of the stimulus images.
* Exhibits sophisticated control of language to create a unique and original dystopian narrative.
* Shows excellent control of writing skills; work is coherent and has a clear plot, is well-polished and has very few errors in spelling, punctuation or tense.
 | A |
| * Narrative demonstrates effective understanding of the dystopian genre and makes use of one of the stimulus images.
* Exhibits strong control of language to create an imaginative dystopian narrative.
* Shows strong control of writing skills; work is polished and has few errors in spelling, punctuation or tense.
 | B |
| * Narrative uses one of the stimulus images and demonstrates a sound understanding of the dystopian genre.
* Exhibits sound control of language to compose a narrative.
* Shows sound control of written skills. May have some errors in spelling, punctuation or tense. May seem unpolished.
 | C |
| * Evidence that narrative has been informed by one of the images. May not represent the dystopian genre.
* Basic control of language. Story may be too brief.
* Many errors in spelling, punctuation and tense. Little or no evidence of drafting.
 | D |
| * May be less than 100 words.

  | E |

**0 = N – NON-ATTEMPT/ NON-SERIOUS ATTEMPT**

Comment:

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