Stage 5 – *Assessment Task* and /or *Notification of Task*

**English**

Subject:

Task Number:

**2**

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| ***Task Title/Type:***  | 8th May, 2020, before 2pmImaginative Response  | ***Year:*** **7 8 9 10** |
| ***Date Due / Date of Task:***  |  |
| ***Word Limit:*** |  400-500 words. Hand in via email or Google Classroom to your teacher. |
| ***Contact:*** | Name: Leonie.m.taylor@det.nsw.edu.au |

Task description:

**Imaginative Response**

**You will be provided with a short story that deals with the concept of ‘Relationships’ and specifically one character gaining/learning something from another character. Using this story as a model, you are required to write a 400-500 word narrative, which explores another situation where a person gains an insight or understanding from another person. You need to ensure you are clearly focusing on ideas related to the relationships unit you have completed.**

**Your character may learn something from a grandparent, stranger, travel companion, teammate, work colleague or a teacher etc.**

**You are encouraged to include effective descriptive language, thoughtful character development, original use of similes and metaphors, symbolism and a variety of sentence structures to enhance your response.**

Students will be required to write the response at home and submit to their classroom teacher online.

Students will be given time to prepare the response at home.

Outcomes assessed:

**Your ability to engage a reader through a sustained response**

**EN5-4B:** A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**Assessment of this task will be based on:**

**References / Background Reading / Attachments:**

**Your ability to engage a reader through a sustained response**

Class work and wide reading of texts.

**Marking Guideline are attached**

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| **Marks** | **Imaginative Writing Marking Guidelines** |
| **A****17-20** | * Imaginative, engaging, sustained, concept effectively developed. **(Ideas)**
* Effective control of language. Interesting vocabulary, varies sentence structure for impact. Spelling, punctuation, paragraphs are effective. **(Skills)**
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| **B****13-16** | * Imaginative, mostly engaging, sustained, sound concept. **(Ideas)**
* Sound control of language. Attempts descriptive use of vocabulary, variety of sentence structure. Few lapses in spelling, punctuation, paragraphs. **(Skills)**
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| **C** **9-12** | * Imaginative, some development of ideas, concept may be cliche. **(Ideas)**
* Some control of language. Pedestrian use of vocabulary, sentence structure. Occasional lapses in spelling, punctuation, paragraphs. **(Skills)**
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| **D****5-8** | * Attempts to develop a piece of writing based on the concept. May not be creative. **(Ideas)**
* Limited control of language. (Simplistic on all levels) Work flawed by errors but attempted. **(Skills)**
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| **E****0-4** | * Attempts to compose a response **(Ideas)**
* Demonstrates elementary control of language **(Skills)**
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| N | * **Non attempt or non-serious attempt.**
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