



<b>Task Number</b>	2	<b>Task Name</b>	Creative Response
<b>Course</b>	Year 8 (Stage 4) English	<b>Faculty</b>	English
<b>Teacher</b>	H Lovegrove, D Marshall, P Jerred.	<b>Head Teacher</b>	Mr Taylor
<b>Issue date</b>	At least two weeks before submission date	<b>Due date</b>	Week 8, Term 2, to be submitted at the beginning of the first lesson (week beginning Monday 17 <sup>th</sup> June)
<b>Focus (Topic)</b>	Short Stories	<b>Task Weighting</b>	25%

### Outcomes:

**EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

**EN4-5C** thinks imaginatively, creatively, interpretatively and critically about information, and ideas to respond to texts.

**EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it texts

**EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

### Task Description:

#### **Creative Response – Short Stories - *Create a Short Story***

Creating a short story requires imagination. It evokes an image, it draws on emotion and it creates a lasting impression on the reader.

***In consultation with your teacher, you are to write a narrative based on a short story that you have read this term.***

***Your short story must be a continuation, response to or subversion of the short story that you have selected.***

***You must try to write using stylistic features that your selected short story uses.***

***Extension: Include a 100-200 word reflection on the effectiveness of your choices and how your story matches and uses the features of your short story.***

### Expectations:

- Your story must be between 500 and 1000 words and follow the conventions of narrative writing
- At least one character must be the same or related to a character from the story you studied
- You must use at least three stylistic features taken from the same story
- It must be grammatically accurate with a strong literacy focus
- Extension: Include a reflection statement on your choices for your short story.

## Marking Criteria

<p><b>Outstanding – extensive knowledge, understanding and skills are displayed through a response which demonstrates:</b></p> <ul style="list-style-type: none"> <li>Outstanding response, engaging audience and task with sophisticated demonstration of language features, form and narrative structure use</li> </ul>	<b>20</b>
<ul style="list-style-type: none"> <li>Detailed understanding of the context, ideas and characters</li> </ul>	<b>19</b>
<ul style="list-style-type: none"> <li>Consistent and sophisticated use of spelling, punctuation and grammar</li> </ul>	<b>18</b>
<ul style="list-style-type: none"> <li>Evaluative reflection that demonstrates comparison with the short story.</li> </ul>	<b>17</b>
<p><b>High – thorough knowledge, understanding and skills are displayed through a response which demonstrates:</b></p> <ul style="list-style-type: none"> <li>Effective response, engaging audience and task with consistent demonstration of language features, form and narrative structure use</li> </ul>	<b>16</b>
<ul style="list-style-type: none"> <li>competent understanding of the context, ideas and characters</li> </ul>	<b>15</b>
<ul style="list-style-type: none"> <li>Consistent use of spelling, punctuation and grammar</li> </ul>	<b>14</b>
<ul style="list-style-type: none"> <li>Clear reflection that gives reference to the short story.</li> </ul>	<b>13</b>
<p><b>Sound – satisfactory knowledge, understanding and skills are displayed through a response which demonstrates:</b></p> <ul style="list-style-type: none"> <li>Sound response, engaging audience and task with competent demonstration of language features, form and narrative structure use</li> </ul>	<b>12</b>
<ul style="list-style-type: none"> <li>Sound understanding of the context, ideas and characters</li> </ul>	<b>11</b>
<ul style="list-style-type: none"> <li>Sound use of spelling, punctuation and grammar</li> </ul>	<b>10</b>
<ul style="list-style-type: none"> <li>A reflective statement that shows understanding of choices made</li> </ul>	<b>9</b>
<p><b>Basic – limited knowledge, understanding and skills are displayed through a response which demonstrates:</b></p> <ul style="list-style-type: none"> <li>Clear response, engaging audience and task with attempted demonstration of language features, form and narrative structure use</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>An attempt to understanding of the context, ideas and characters</li> </ul>	<b>7</b>
<ul style="list-style-type: none"> <li>Inconsistent use of spelling punctuation and grammar</li> </ul>	<b>6</b>
	<b>5</b>
<p><b>Limited – elementary knowledge, understanding and skills are displayed through a response which demonstrates:</b></p> <ul style="list-style-type: none"> <li>A narrative with some control of form and narrative structure</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>Little understanding of the context, ideas and characters</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>Limited demonstration of a variety of spelling, punctuation and grammar strategies</li> </ul>	<b>2</b>
	<b>1</b>
<ul style="list-style-type: none"> <li>Late submission – no misadventure</li> </ul>	<b>0</b>
<ul style="list-style-type: none"> <li>Assessment not submitted</li> </ul>	<b>00</b>