

The Illusion of Perfection

Evaluating your dystopian fiction

Activity 1

Introduction to novel evaluation: 4 C's connections, challenges, concepts and changes

Students will be organised in groups, preferably with students who have read different novels. Each student is to record individual responses to the following 4 questions:

4 C's connections, challenges, concepts and changes

- 1. Connections:** What connections can be made with your reading of your chosen novel and other texts? Texts can include film and video games.
- 2. Challenge:** What puzzles you about the story, and or the connections you have noticed? What questions are raised, what do you think about?
- 3. Concepts:** What are the key concepts or ideas worth holding onto? (questions ideas posed and themes).
- 4. Changes:** How has your thinking or attitude been changed?

After students have recorded their own responses, they are to follow this process for discussion and thinking.

- When you have written your own responses, these will be shared with your small group, with each student speaking for 2 minutes uninterrupted.
- After each speaker everyone will think/reflect for 1 minute in silence, and then write down questions they could ask during the group sharing time.
- Move onto the next person in the group and repeat the process until everyone has spoken, and then discuss your thoughts concerning the questions and the individual books.

Activity 2- Write a brief essay exploring the dystopian features of your chosen novel. Your essay can be a response to one of the following prompts:

- Discuss the portrayal of themes (the criticism of society or human behaviour that are evident in the novel).
- Explore how the key characters) are portrayed, their conflicts, and how and why these are resolved or not.
- Choose an aspect of the novel that captures your interest and explore this in depth. This may be an aspect of style, such as the way setting is used to reveal themes or enhance meaning, contrasting characters and their roles, or a particular symbol or image.

Suggested length: minimum 4 paragraphs ie. introduction, two body paragraphs and a conclusion. We would like you to include quotes and use MLA referencing.

	<p style="text-align: center;">Criterion D: Using language</p> <p><i>At the end of year 5, students should be able to:</i></p> <ol style="list-style-type: none"> 1. <i>use appropriate and varied vocabulary, sentence structures and forms of expression</i> 2. <i>write and speak in a register and style that serve the context and intention</i> 3. <i>use correct grammar, syntax and punctuation</i> 4. <i>spell (alphabetic languages), write (character languages) and pronounce with accuracy</i> 5. <i>use appropriate non-verbal communication techniques.</i>
<p style="text-align: center;">0</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>
<p style="text-align: center;">1-2</p>	<ol style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques`
<p style="text-align: center;">3-4</p>	<ol style="list-style-type: none"> i. uses a range of appropriate vocabulary, sentence structures, and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
<p style="text-align: center;">5-6</p>	<ol style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
<p style="text-align: center;">7-8</p>	<ol style="list-style-type: none"> i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.