



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English
<b>Topic</b>	Ways of Knowing
<b>Class Teacher</b>	Burfitt, Holliday, Livingstone, Luchetti, McKenzie, Munro, Peasley
<b>Head Teacher</b>	M Peasley
<b>Year</b>	7
<b>Date Given</b>	Week 3
<b>Date Due</b>	Week 6 - Your teacher will confirm the date for your class.
<b>Weighting</b>	25%

### **Assessment Outline**

In Week 6 you will complete your Yearly Examination for English. This exam is organised as follows:

#### **Section 1: Complete Part A and Part B**

##### **Part A: Multiple Choice questions (13 marks)**

- You will read TWO unseen texts relating to the topic of Ways of Knowing.
- You will be assessed on your knowledge of the purpose of selected mythological stories, their features and the ideas they communicate.

##### **Part B: Short Response questions (12 marks)**

- You will complete a series of short response questions relating to the unseen texts provided.
- You will be required to write in full sentences, including appropriate use of punctuation.
- You will be required to include examples to support your responses.

#### **PREPARING FOR YOUR EXAMINATION:**

- Review your knowledge of mythological narrative and legends. Be familiar with the following:
  - purpose of myths, legends, fables, folktales and fairytales
  - examples of myths and legends
- Practise your reading skills under timed conditions
- Practise your writing skills with attention to:
  - control of language
  - use of appropriate paragraph structure
  - revision of PEEL paragraphs (Position/ Point, Evidence, Explanation, Link)

#### **Non-completion of Task:**

If you know you are going to be away on the day that the exam is scheduled, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day of the exam, 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:**

Plagiarism, the use of the work of others without acknowledgement, will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

### **Outcomes Assessed**

EN4-5C, EN4-6C, EN4-7D, EN4-8D



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# Year 7 Yearly Examination

## Ways of Knowing



**STIMULUS BOOKLET**

## SECTION 1:

Text 1: Website Article  
2020 Jamila Gavin.



**Fairy tales and folktales are so much more than entertainment. They reflect our history and culture, our fears and our dreams. When did we start to write them down and how have they changed over time?**

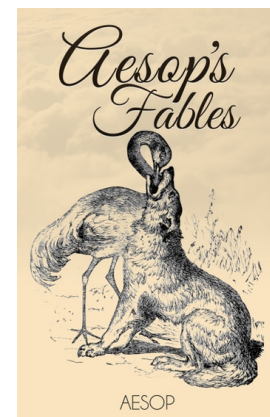
For thousands of years stories were told by storytellers, or acted, danced and sung, handed down from one generation to the next. Today fairy tales, folklore, myths and legends have a different place in our lives, but they are still shared between us. Even if these are 'just' wonderful made-up stories, do they tell us anything more about people from the past – or about us? I believe they do. Come, let me show you.

### **Making sense of the world**

In the past, people might ask: Why was there thunder and lightning last night? What was the meaning of that flight of birds, or the eagle sitting on the plough? What caused the milk to curdle, or the sick child to die?

Humans looked for signs in nature and from living creatures to explain their own lives, and they created stories. Myths, legends, fairy stories and folk tales show us what people have believed in, and why they behaved the way they did.

Take trickster tales, for instance. These tales amuse their listeners, as well as teach them about human behaviour and the values held by a community. Tricksters often take the form of an anthropomorphised animal. They are both cunning and foolish, have magical powers, break social rules, question authority and play tricks on humans and gods. There are the stories of [Anansi](#) from West Africa and the Caribbean, or the fox from [Aesop's Fables](#).



### **A map of civilization**

Tales would have been carried by people travelling along the trade routes: the silk roads and spice routes, across oceans and continents. These stories were interpreted and re-interpreted to suit the culture in which they found themselves. As Jack Zipes says in his book, *Fairy Tales and the Art of Subversion* (1983), you can follow the process of civilisation in fairy tales. They show us how society used them to establish its own gender and racial stereotypes, and manipulate its own social values.



There are the stories of the ancient gods, the creators and destroyers, like Odin in Scandinavia, Zeus in Ancient Greece, or [Shiva](#) in India, who dwelt in mountains as high as the heavens or, like Poseidon, in the deepest oceans. People believed that

earthquakes and volcanic eruptions meant that the gods were angry and needed placating. From West, Central and Southern Africa are tales of the water spirit [Mamy Wata](#), who can bring both fortune and misfortune.

Many of these stories have similar themes even though created across the globe from each other. Flood stories like Noah's Ark, or the Hindu flood story about Manu, are different yet crucially the same. Noah and Manu are warned by God to build a boat. Both are chosen to escape a flood that He is going to send. Both stories say that God wanted them to save the earth's creatures and start the world all over again. In the ancient stories of Gilgamesh, a king who ruled Uruk in Mesopotamia (modern-day southern Iraq), our hero reaches the edge of the ocean created by the Flood.

### Learning to be good

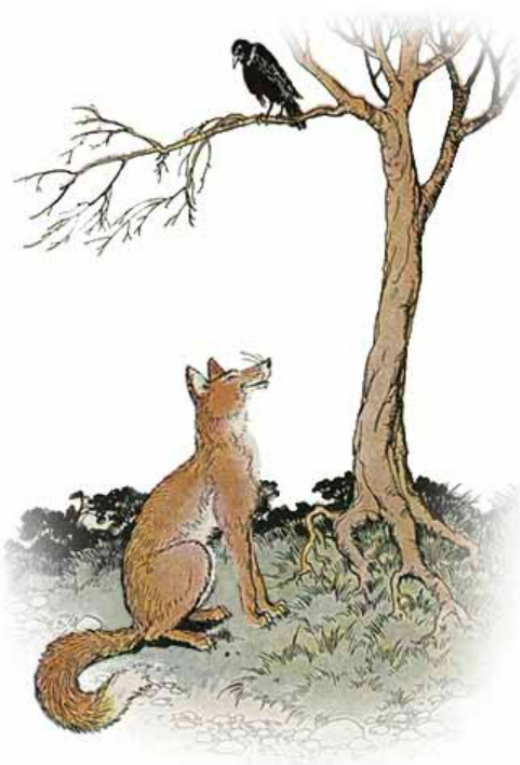
In Europe, [Charles Perrault](#), [the Brothers Grimm](#) and [Hans Christian Andersen](#) were among the first to collect folk and fairy tales and publish books of them, each with their own reworking. In the 19th century Hans Christian Andersen wove a profound moral message into his stories. 'The Red Shoes' shows how deceit brings punishment, and remorse brings redemption. 'The Little Mermaid' story is about sacrifice: she gives up her voice and exchanges her fish tail for legs to be a human, though it's like walking on knives. She bears the pain to be near the prince whose life she saved, though he will never know, and marries another. The 17th-century collections of fairy tales by Charles Perrault portray how he sees the perfect girl, and the perfect young man.



The fairy tales of the Brothers Grimm and Hans Andersen have inspired me all my life. These stories were always about more than a prince who meets a princess, slays a few dragons, and everyone lives happily ever after. Remember, that these ancient stories contain deep truths about ourselves, our dark imaginings and our humanity.

Glossary	
Term	Definition
Anthropomorphised	Describing something non-human as if it were human
Manipulate	To cleverly or immorally control or influence someone
Profound	Very significant or meaningful
Deceit	Deliberately tricking someone
Remorse	Regret or guilt for doing the wrong thing
Redemption	Making up for something/ fixing a wrong

## Text 2: Aesop's Fable - The Fox & the Crow



One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

"No need to search any farther," thought sly Master Fox. "Here is a dainty\* bite for my breakfast."

Up he trotted to the foot of the tree in which the Crow was sitting, and looking up admiringly, he cried, "Good-morning, beautiful creature!"

The Crow, her head cocked on one side, watched the Fox suspiciously. But she kept her beak tightly closed on the cheese and did not return his greeting.

"What a charming creature she is!" exclaimed the Fox. "How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds."

Listening to these flattering\*\* words, the Crow forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds. So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth.

"Thank you," said Master Fox sweetly, as he walked off. "Though it is cracked, you have a voice sure enough. But where are your wits?"

*The flatterer lives at the expense of those who will listen to him.*

dainty*	small and delicate
flattering**	Full of praise and compliments

# Year 7 Yearly Examination

## Myths and Legends



Student Name: \_\_\_\_\_

Teacher/Class: \_\_\_\_\_

This exam contains TWO sections:

**Section 1:**

**Part A:** Multiple Choice (13 marks)

**Part B:** Short Response questions (12 marks)

## Part A: Multiple Choice Questions

Read each question carefully and choose the best answer from the options provided. Circle the correct answer on the multiple choice ANSWER SHEET.

- 1) What type of text is Text 1?
  - a) Advertisement
  - b) Website article
  - c) Novel extract
  - d) Story
  
- 2) The text's author believes that stories:
  - a) Attempt to explain unknown occurrences in the world
  - b) Teach people how to behave
  - c) Were shared between cultures
  - d) All of these
  
- 3) Which of the following is NOT suggested in the text?
  - a) Stories can predict the future
  - b) Stories can reveal how societies have changed
  - c) Stories can influence morality and behaviour
  - d) Stories can offer reasons for mysterious events
  
- 4) According to the text, what sort of tales can teach about human behaviour and the values of a community?
  - a) Tales of ancient gods
  - b) Trickster tales
  - c) Flood stories
  - d) The fairy tales of the Brothers Grimm
  
- 5) The text suggests that people may make up stories to explain ...?
  - a) The meaning behind shooting stars
  - b) Why children get sick and die
  - c) Who you will meet in the afterlife
  - d) The history of dragons
  
- 6) Why did the author refer to stories from a range of different cultures?
  - a) All of the following
  - b) To show all cultures have the same stories told differently
  - c) To appeal to readers from a range of different cultures
  - d) To show stories are important to all peoples, not just specific cultures
  
- 7) What is meant by 'A map of civilization'?
  - a) Stories record how societies view people and morality and how this changes
  - b) Stories are only created when societies become 'civilized'
  - c) Stories often need to be deciphered\* - like a map
  - d) None of the above



- 8) Charles Perrault's fairy tales also show us
- How deceit brings punishment and remorse brings redemption
  - The importance of entertainment
  - The author's ideal versions of people
  - Deep truths about ourselves
- 9) Text 2 is an example of:
- A fable
  - A myth
  - A legend
  - A prophecy
- 10) The fox is commonly used in moral stories as a:
- Protagonist
  - Warning
  - Trickster
  - Hero
- 11) Which of the following does NOT describe the fox's behaviour?
- Cunning
  - Flattering
  - Considerate
  - Determined
- 12) Which of the following does NOT describe the crow's behaviour?
- Gullible
  - Suspicious
  - Self-absorbed
  - Wise
- 13) The fox appealed to what to trick the crow?
- Her vanity\*
  - Her suspicions
  - Her intelligence
  - Her jealousy

Deciphered*	To decode or understand
Gullible**	Easily fooled
Vanity***	Pride or admiration of oneself

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Part B: Short Responses**

Read each question and respond using full sentences and appropriate punctuation.

1. What is one similarity seen in the myths across different cultures identified by the author of Text 1? **(1 mark)**

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2. Why do you think stories such as 'The Fox and the Crow,' which was written thousands of years ago, are still told today? **(1 mark)**

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3. What is one of the reasons why the author of Text 1 believes stories are told? Use a direct quote to support your answer.

**(2 marks)**

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Name: \_\_\_\_\_

Class: \_\_\_\_\_

Multiple Choice Answer Sheet:

<b>Clearly circle the correct response to each question.</b>				
<b>Q1</b>	a	b	c	d
<b>Q2</b>	a	b	c	d
<b>Q3</b>	a	b	c	d
<b>Q4</b>	a	b	c	d
<b>Q5</b>	a	b	c	d
<b>Q6</b>	a	b	c	d
<b>Q7</b>	a	b	c	d
<b>Q8</b>	a	b	c	d
<b>Q9</b>	a	b	c	d
<b>Q10</b>	a	b	c	d
<b>Q11</b>	a	b	c	d
<b>Q12</b>	a	b	c	d
<b>Q13</b>	a	b	c	d

Result: \_\_\_\_\_/13