



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English	Outcomes Assessed <ul style="list-style-type: none">• 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.• EN4-4B Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
Topic	Shakespearean Tragedy	
Class Teacher	Boyle, Gilmour, McKenzie, Burfitt, Livingstone, Luchetti	
Head Teacher	Ms Peasley	
Year	9	
Date Given	Week 5	
Date Due	Thursday, 8/6/23, Week 7	
Weighting	25%	

Assessment Outline

This assessment task will assess students' understanding of Literary Value, Discursive Writing, and Shakespearean Dramas.

Students are to compose a Discursive Essay (**400-600 words**) discussing the following question:

Shakespearean Tragedies have lasted for centuries and still speak powerfully to modern audiences. What is it about these plays that allow them to endure throughout time?

In their piece, students are encouraged to discuss some of the following topics:

- What can modern audiences learn from themes and ideas in Shakespearean Tragedies?
- What contextual factors, from both Elizabethan and modern times, have caused Shakespearean Tragedies to be popular?
- What elements of Shakespearean Tragedy speak to humanity regardless of time period?
- What makes the characters, themes and plots of Shakespearean Tragedy so universally appealing?
- Why is the aesthetic beauty in Shakespeare's Language so powerful / important?

Students must also include:

- Specific examples and quotes from the Tragedy they are studying in class (Romeo and Juliet, Macbeth)
- Personal and distinctive voice reflecting their own personal views
- Specific discursive writing features: Rhetorical question, Hypophora, First Person, Figurative Language, Personal anecdote, Emotive language, Facts and Figures, etc.

Students are to work on this task *at home*, seeking feedback in class. Students must write their piece *directly into a prepared Google Document* provided on GoogleClassroom so teachers can see real-time progress on the piece.

Submission must be online via Google Classroom on the due date (**Thursday, 8/6/23, Week 7**).

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher *beforehand*. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in *both* cases.

Plagiarism:

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

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

	A Outstanding	B Well Developed	C Sound	D Developing	E Limited
Demonstrates engagement with the provided question and the enduring nature of Shakespeare.	Demonstrates a sophisticated understanding of the power and enduring nature of Shakespeare.	Demonstrates a strong understanding of the power and enduring nature of Shakespeare.	Demonstrates a clear understanding of the power and enduring nature of Shakespeare.	Demonstrates a basic understanding of the power and enduring nature of Shakespeare.	Demonstrates limited understanding of the power and enduring nature of Shakespeare.
Demonstrates knowledge of the text with direct textual references.	Demonstrates outstanding knowledge of the text through detailed textual references which judiciously support discussion.	Demonstrates well-developed knowledge of the text through close textual references which effectively support discussion.	Demonstrates sound knowledge of the text through some textual references which relate to discussion.	Demonstrates a basic knowledge of the text with generalised textual references. Links to discussion is unclear	Demonstrates a limited knowledge of the text with little or no textual references.
Demonstrates ability to effectively use discursive writing features.	Effectively employs a range of discursive writing features to optimise engagement and entertain the audience.	Adequately employs a range of discursive writing features to engage and entertain the audience.	Attempts to employ a range of discursive writing features which mostly engage the audience.	Uses a few discursive writing features, but without clear purpose.	Limited evidence of discursive writing features.
Demonstrates the ability to compose a sustained discursive response.	Composes a sustained discursive response that employs an outstanding introduction, well-organised body paragraphs, and an outstanding conclusion..	Composes a well-developed discursive response that demonstrates use of features such as a well-developed introduction, strong body paragraphs and a well-developed conclusion.	Composes a sound discursive response that demonstrates use of features such as an introduction, body paragraphs and a conclusion.	Composes a basic discursive response that demonstrates use of features such as an introduction, body paragraph/s and a conclusion.	Composes a limited discursive response that may or may not demonstrate use of features such as an introduction, body paragraphs and a conclusion.
Control of language – spelling, tense, punctuation, grammar, use of compound and complex sentences	Sophisticated language use – consistent spelling, punctuation and other grammatical features.	Well-developed language use – some minor issues in spelling, punctuation and/or other grammatical features.	Sound language use – some minor issues in spelling, punctuation and other grammatical features – this may be in one area more than others.	Variable use of language – increasing issues with language, may be focused on one or more areas – eg spelling and punctuation.	Inconsistent use of language, across multiple areas which dramatically impedes meaning.
