



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Advanced
Topic	Module A
Class Teachers	Mrs Carrusca & Ms Elise McKenzie
Head Teacher	Monica Peasley
Year	12
Date Given	Term 1 Week 9 Monday 25th March 2024
Date Due	Term 2 Week 2 Tuesday 7th May 2024
Weighting	20%

Assessment Outline

Students will be given 50 mins within the timetabled English lesson to write a critical response to one of the following questions:

“In his play ‘The Tempest’ Shakespeare asks ‘what are we capable of forgiving’?”

Damien Bryan,
The Tempest & Hag-seed Symposium, 2024

To what extent does Atwood’s novel ‘Hag-seed’ resonate with Shakespeare’s representations of conflict and forgiveness?

In your response, evaluate how the textual conversation between both texts contributes to your understanding of the above statement in the comparative study of William Shakespeare’s ‘The Tempest’ and Margaret Atwood’s ‘Hag-seed’.

OR

“What kind of prisons are they? Who’s been put in each of them? And who’s the jailer- who’s put them in, who’s keeping them there?”

Felix, ‘Hag-seed’ by Margaret Atwood, Chapter 19

How effectively has Atwood’s use of intertextuality throughout her novel ‘Hag-seed’ layered your understanding of the timeless ideas explored in Shakespeare’s play ‘The Tempest’.

OR

While understanding similarities between texts can strengthen our impressions of the original, it is the dissonant representations in the later text that are the most powerful.

Evaluate how powerfully the dissonant representations in Atwood’s ‘Hag-seed’ have informed your appreciation of Shakespeare’s purpose in his play ‘The Tempest’.

The question used for the examination will be selected at random on the day and will be displayed on the board during the lesson. All students will receive the same question.

Resources and Preparation:

Students will be provided the opportunity to submit **ONE** formal draft. You will have lesson time on Thursday 28th March to develop a draft in response to ONE question. Your final draft will be due on Tuesday 30th April (first school day of Term 2). Your draft should be 800-1000 words.

Non-completion of Task:

The expectation is that you will sit this task in your English lesson on the due date. If you know you are going to be away on the day of the task, you must make alternative arrangements with the Head Teacher in advance. If you are suddenly away on the day of the task, you must contact the Head Teacher as soon as possible to begin the misadventure application process. 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 as per NESAs All My Own Work policy.

Outcomes Assessed

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Marking Criteria	Marks
<ul style="list-style-type: none"> • Evaluates skilfully the chosen question • Explains skilfully the relationship between texts and contexts using detailed textual references from the prescribed texts as appropriate to the question • Composes a perceptive, sustained response using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> • Effectively evaluates the chosen question • Effectively explains the relationship between texts and contexts using detailed textual references from the prescribed texts as appropriate to the question • Composes a coherent, sustained response using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> • Evaluates adequately the chosen question • Explains adequately the relationship between texts and contexts using some relevant textual references from the prescribed texts as appropriate to the question • Composes a sound response using language appropriate to audience, purpose 	9–12
<ul style="list-style-type: none"> • Responds to the chosen question • Demonstrates some understanding of the relationship between texts and contexts • Composes a limited response 	5–8
<ul style="list-style-type: none"> • Attempts to respond to the statement • Attempts to describe aspects of texts and contexts • Attempts to compose a response to the question 	1–4

TASK PREPARATION TIPS

To prepare for your task:

- Review the Module A rubric.
- Review class notes and practice writing activities.
- Consolidate notes on key concepts explored, contextual influences and textual features.
- Mind-map each of the possible questions and brainstorm what you understand each of the key words requires you to include in your response.
- Develop a thesis statement that outlines the conceptual direction of EACH of the possible questions on the notification.
- Use critical readings/ symposium notes to help inform your understanding of the play and the novel; you should include a reference to a critical reading that may have influenced a key idea you are presenting.
- Write your response in a clear, concise, integrated and logical structure.
- plan your supporting argument topic sentences and the examples you will use from BOTH texts to demonstrate your ideas.
- Choose relevant textual examples from both texts to help support your understanding.
- Identify textual features used to communicate ideas; consider a blend of micro, macro and meta techniques.
- Carefully draft a response to at least ONE possible question.
- Use 3B4ME feedback process to clarify opportunities for improvement; re-draft with applied changes.
- Submit it to your teacher by the draft submission deadline.
- Refine practice draft by using teacher feedback to help you develop your ideas, examples and analysis; you should consider these comments when practicing other possible questions.
- Practise writing your completed polished draft in a realistic time-frame; you may copy it as often as you like using the 50 minute writing time-frame applicable on the day of the task.
- Have plenty of rest and eat well in the lead-up to your task completing date.
- Bring at least TWO blue or black pens to class on the day of the task.

To maximise achievement students should:

- engage with all aspects of the question
- use appropriate language to engage with the question; must use the language of evaluation and analysis
- develop a strong and sustained argument that demonstrates their knowledge of the module and the given question
- demonstrate a comprehensive understanding of the texts through detailed and well-chosen textual references and effective and accurate contextual examples
- demonstrate a conceptual approach to the textual conversation beyond 'themes'
- engage with the texts on a personal level; demonstrate your own understanding in light of your learning
- balance and integrate contextual and textual knowledge; evaluate how purpose and the use of form, language and context impacts on meaning
- write clear topic sentences and structured paragraphs
- present a balanced treatment of the two texts.