



YEAR 10 ENGLISH ASSESSMENT TASK

Faculty: ENGLISH	Subject: Drama	Task: Close Study Essay Take Home
Teacher:	Student:	
Task Description: Students are to compose an essay on the drama studied in class. They will explore the key ideas within the prescribed text. How are key ideas conveyed to the audience effectively using dramatic techniques, form and features? <ul style="list-style-type: none">• Students are to compose (write) an ESSAY of between 800 and 1000 words.• Your name and your teacher's name should appear clearly on top of the front page.• Your essay must be submitted on the due date during the period that you have English		
Weighting: 25%		
Date Given: Week 5	Date of Completion: Week 9, Tuesday 17/09/19	
Task Guidelines: <ul style="list-style-type: none">• Students must demonstrate understanding of the dramatic text and the techniques used• Students must understand and be able to explore key ideas of the play• Students must demonstrate an understanding of the structure and features of the essay text type.		
Non Completion of Task: <ul style="list-style-type: none">• 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. Failure to follow this procedure may result in a zero award.• Plagiarism; the using of the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties.		
Outcomes Assessed: <ul style="list-style-type: none">• EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.• 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. EN5-5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts		

Criteria	Outstanding	Well Developed	Sound	Developing	Limited
Demonstrates an ability to exploration the question	A sophisticated understanding and exploration of the question using a thesis statement.	A strong understanding and effective exploration of the question. The thesis lacks cohesion.	A clear understanding of the question. No clear thesis.	A basic understanding of the question.	Limited understanding of the question.
Demonstrates knowledge of the text with direct textual references (Plot)	Demonstrates outstanding knowledge of the text through detailed textual references.	Demonstrates well developed knowledge of the text through close textual references.	Demonstrates sound knowledge of the text through some textual references.	Demonstrates a basic knowledge of the text with little textual references.	Demonstrates a limited knowledge of the text with little or no textual references.
Demonstrates ability to effectively analyse the text (Analysis)	Sophisticated analysis of three dramatic devices, elements of form or features and how they convey key ideas.	An effective analysis of three dramatic devices, elements of form or features and how they convey key ideas.	Sound analysis of two - three dramatic devices, elements of form or features and how they convey key ideas.	Basic analysis of one to two dramatic devices, elements of form or features and how they convey key ideas.	Limited or no discussion of the ideas and dramatic techniques utilised.
Demonstrates the ability to compose a sustained essay response	Composes a sustained essay response that demonstrates use of features such as sophisticated introduction, sustained body paragraphs and sophisticated conclusion.	Composes a well developed essay response that demonstrates use of features such as well-developed introduction, strong body paragraphs and well-developed conclusion.	Composes a sound essay response that demonstrates use of features such as an introduction, body paragraphs and a conclusion.	Composes a basic essay response that demonstrates use of features such as an introduction, body paragraph/s and a conclusion.	Composes a limited essay response that may or may not demonstrate use of features such as an introduction, body paragraph 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.

Comment:
