



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Advanced English
Topic	Module B: Henry IV – Part 1
Class Teachers	J Ward
Head Teacher	L Macdonald
Year	12
Date Given	Week 10, Term 2 2019
Date Due	Thursday 1 st August 2019 – Week 2, Term 3
Weighting	20%

Assessment Outline

In Shakespeare's body of work, it is the representation of intense human relationships that continues to draw audiences to dramatic performances.

To what extent does this statement demonstrate your understanding of the play, The Tragedy of Henry IV Part I?

In your response, make detailed reference to the play and the excerpt below.

*Yea, there thou mak'st me sad and mak'st me sin
In envy that my Lord Northumberland
Should be the father to so blest a son—
A son who is the theme of honour's tongue,
Amongst a grove the very straightest plant,
Who is sweet Fortune's minion and her pride—
Whilst I, by looking on the praise of him
See riot and dishonour stain the brow
Of my young Harry. O, that it could be proved
That some night-tripping fairy had exchanged
In cradle clothes our children where they lay,
And called mine Percy, his Plantagenet!*

- Act I, scene i

Drafting

Drafts must be given to your classroom teacher **no later** than Thursday Week 1, Term 3. Classroom teachers will only look at **ONE** draft response as per the English Faculty Drafting Policy.

Word count: 1200 words

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.

Plagiarism:

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.

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

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

Outcomes Assessed

EA 12.1 – independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

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

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

Marking Rubric:

Criteria- Reflective Essay	Grade and Mark
<ul style="list-style-type: none"> Evaluates skilfully the extent to which the statement aligns with a personal understanding of the prescribed text Demonstrates a well-informed understanding of context, language, form and ideas using well selected and detailed textual references Composes a thoughtful argument using language appropriate to audience, purpose and form 	A 17-20
<ul style="list-style-type: none"> Evaluates effectively the extent to which the statement aligns with a personal understanding of the prescribed text Demonstrates an informed understanding of the context, language, form and ideas using relevant and detailed textual references Composes an effective argument using language appropriate to audience, purpose and form 	B 13-16
<ul style="list-style-type: none"> Evaluates the extent to which the statement aligns with a personal understanding of the prescribed text Demonstrates an understanding of context, language, form and ideas with some relevant textual references Composes a sound argument using language appropriate to audience, purpose and form 	C 9-12
<ul style="list-style-type: none"> Describes aspects of their own response to the prescribed text Makes limited reference to the text Composes a limited response 	D 5-8
<ul style="list-style-type: none"> Attempts to describe aspects of the text Attempts to compose a response 	E 1-4