



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	English Advanced
<b>Topic</b>	Module B and Module C
<b>Class Teacher</b>	Mr Burfitt or Mrs McLennan
<b>Head Teacher</b>	Miss Scott
<b>Year</b>	12
<b>Date Given</b>	Term 1, Week 8 Thursday 18/3/21
<b>Date Due</b>	Term 2, Week 2 Thursday 29/4/21
<b>Weighting</b>	40%

### Assessment Outline

#### **Part 1: Module B Essay (take home component) 20%**

Create an essay response to the following question.

*'Shakespeare creates an artistic and structural symmetry in Part Henry IV, Part One via subplots, parallels and contrasts ... Such complex construction gives the play a unity that has helped generate its enduring appeal.'*

To what extent does this statement relate to your own understanding of the distinctive features of this play? In your response, refer to the quotation and your understanding of the play, *King Henry IV, Part One*.

Word limit: 1000-1200 words. Size 12 font.

#### **Part 2A: Module C Writing and Part 2B Reflection 20%** *(in class completion during the double period on the due date)*

You will have 60 minutes to complete ONE question with TWO parts on the day.

It will be ONE of the options on page 2 and you will find out which one on the day.

#### Outcomes Assessed

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  
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  
EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued  
EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

#### 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 acknowledgement - will incur serious penalties and may result in a 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 in the assessment booklet will be followed regarding the non-completion of assessment tasks.**

## **PART 2**

### **Question 1)**

And God forgive them that so much have sway'd  
Your majesty's good thoughts away from me.  
I will redeem all this on Percy's head,  
And in the closing of some glorious day  
Be bold to tell you that I am your son,  
When I will wear a garment all of blood,  
And stain my favours in a bloody mask..' (3.2.131-136)

- a. Use the above passage as a stimulus for an imaginative, persuasive or discursive piece of writing that expresses an insight or idea you have found in Henry IV Part 1. **12 marks**
- b. Compare how you have used language in part a. to express an insight or idea, with the way that writing has been crafted in ONE of your prescribed texts in Module C. **8 marks**

### **Question 2)**

Extract from “Honour Dismantled in Henry IV, Part I”:

“Honour” is a venerable old word dusted off these days use primarily in weddings, graduations and courts of law, but it seems a central issue for Shakespeare as he tells his tale of Henry IV. The comparisons of Hal, Hotspur and Falstaff provide a model through which to explore Shakespeare’s notion of honour and to discover, perhaps, a didactic construct in his swashbuckling drama.

- a. Use the above statement as stimulus for a piece of discursive writing that engages the reader to consider differing perspectives on an issue. **12 marks**
- b. Explain how your study of the Craft of Writing has enabled you to create an engaging piece of writing. In your response, make a detailed reference to your use of language in part a. **8 marks**

### **Question 3)**

- a. Choose a character from the prescribed text that you have studied in Module B. Express the thoughts and beliefs of this figure, through an alternative perspective to the one presented in Henry IV Part One. **12 marks**
- b. Justify the creative decisions that you have made in your writing in part (a). **8 marks**

### **Drafting and submission**

A draft essay must be given to your classroom teacher **no later** than Thursday Week 1, Term 2. Classroom teachers will only look at **ONE** draft essay response as per the English Faculty Drafting Policy.

Final submission of Part 1 will be online on your google classroom. Part 2A and 2B will be completed in class.

Students will sign the register once the task is submitted, therefore, a cover sheet is not necessary.

**Marking Rubric:**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>● Explores skilfully the extent to which the statement relates to their own understanding of the distinctive features of this play</li><li>● Demonstrates a well-informed understanding of context, language, form and ideas using well selected and detailed textual references</li><li>● Composes an insightful argument using language appropriate to audience, purpose and form</li></ul>	17 - 20
<ul style="list-style-type: none"><li>● Explores effectively the extent to which the statement relates to their own understanding of the distinctive features of this play</li><li>● Demonstrates an informed understanding of context, language, form and ideas using relevant and detailed textual references</li><li>● Composes an thoughtful argument using language appropriate to audience, purpose and form</li></ul>	13 - 16
<ul style="list-style-type: none"><li>● Explores how the statement relates to their own understanding of the distinctive features of this play</li><li>● Demonstrates an understanding of context, language, form and ideas with some relevant textual references</li><li>● Composes adequate argument using language appropriate to audience, purpose and form</li></ul>	9 - 12
<ul style="list-style-type: none"><li>● Makes some reference to the question</li><li>● Makes some reference to the text in a limited manner</li><li>● Composes a limited response</li></ul>	5 - 8
<ul style="list-style-type: none"><li>● Attempts to explore aspects of their prescribed text in an elementary manner</li><li>● Attempts to compose a response</li></ul>	1 - 4

## Part 2A

### Marking Rubric:

Criteria	Marks
<ul style="list-style-type: none"><li>Composes a highly engaging piece of writing that skilfully responds to the question</li><li>Crafts language skilfully to convey an insight/idea/perspective appropriate to the question</li><li>Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form</li></ul>	10-12
<ul style="list-style-type: none"><li>Composes an engaging piece of writing that effectively responds to the question</li><li>Crafts language effectively to convey an insight/idea/perspective appropriate to the question</li><li>Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form</li></ul>	7-9
<ul style="list-style-type: none"><li>Composes a piece of writing that responds to the question simply</li><li>Uses language to convey an insight/idea/perspective appropriate to the question</li><li>Demonstrates variable control of language and structure</li></ul>	4-6
<ul style="list-style-type: none"><li>Composes a piece of writing that attempts to respond to the question</li><li>Demonstrates limited control of language</li></ul>	1-3

## PART 2B

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a comprehensive justification of their writing decisions in part (a)</li><li>Demonstrates skilful control of language</li></ul>	7-8
<ul style="list-style-type: none"><li>Provides a sound justification of their writing decisions in part (a)</li><li>Demonstrates sound control of language</li></ul>	5-6
<ul style="list-style-type: none"><li>Provides a simple justification about their writing decisions in part (a)</li><li>Demonstrates limited control of evaluative language</li></ul>	3-4
<ul style="list-style-type: none"><li>Provides some relevant information about their writing in part (a)</li></ul>	1-2