

Coonabarabran High School ASSESSMENT NOTIFICATION

<u>Subject:</u> Year 12 Advanced English
<u>Teacher:</u> Ms Johnston
<u>Topic:</u> Module B: Critical Study of Literature – *King Henry IV Part 1*<u>Weighting:</u> 30% (10% on Mod C)
<u>Date of Notification:</u> Tuesday 14th March 2023 (Week 8, Term 1)
<u>Due Date:</u> Thursday 4th May 2023 (Week 2, Term 2) to be handed in prior to 9am <u>with student numbers.</u>

You will be assessed on how well you:

- demonstrate an informed understanding of the ideas expressed in the text

- evaluate the text's distinctive language and stylistic qualities

- organise, develop and express ideas using language appropriate to audience, purpose and form

<u>TASK</u>

Part A- Analytical Essay (20 marks)

Students are to write an 800-1000 word essay which responds to the following statement:

Rebellion is fueled by the motivation to hold power.

Discuss how King Henry IV, Part 1 challenges or affirms this view.

In your response, make detailed reference to your prescribed text; King Henry IV, Part 1.

Part B – Imaginative, Discursive or Persuasive (5 marks)

Students are to craft a 500 word imaginative, discursive or persuasive piece which utilises at least ONE stylistic feature from their Craft of Writing prescribed texts (Father and Child by Harwood, Politics and the English Language by Orwell or Spotty-handed Villainesses by Atwood).

Part C – Reflection (5 marks)

Explain how at least ONE of your prescribed texts from Module C has influenced your writing style in part (b). In your response, focus on at least ONE literary device or stylistic feature that you have used in part (b). (300 words)

This task is to be handed in prior to 9am to the English staffroom. It is strongly advised that students complete a draft response and submit it for teacher feedback well prior to the due date. The deadline for drafts is Monday 1st May 2023. Students are able to submit one draft for feedback from their teacher. <u>Shannon.johnston2@det.nsw.edu.au</u>

Syllabus 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

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

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

NOTE:

This is a compulsory assessment task. You are required to be in class on the above stated date to complete the task. You are to make a genuine attempt at the task. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the day, you are required to arrange an extension with your class teacher. If you are away from school on the day of the task due to an unplanned event, it is required that contact be made with the school and a note from a parent/caregiver to the teacher on your return.

Part A Marking criteria	Marks
 Demonstrates perceptive understanding of how <i>King Henry IV, Part 1</i> challenges or affirms the view that rebellion is fuelled by the motivation to hold power Demonstrates a skilful evaluation of context, language, form and ideas using well-selected and detailed analysis of textual references Composes a perceptive argument using language appropriate to audience, purpose and form 	17 – 20
 Demonstrates informed understanding of how <i>King Henry IV, Part 1</i> challenges or affirms the view that rebellion is fuelled by the motivation to hold power Demonstrates an effective evaluation of context, language, form and ideas using well-selected analysis of textual references Composes an effective argument using language appropriate to audience, purpose and form 	13 - 16
 Demonstrates a sound understanding of how <i>King Henry IV, Part 1</i> challenges or affirms the view that rebellion is fuelled by the motivation to hold power Demonstrates an understanding of context, language, form and ideas using selected textual references Composes a sound argument using language appropriate to audience, purpose and form 	9 - 12
 Describes some aspects of the prescribed text Demonstrates some understanding of context, language and form with limited textual references Composes a limited response to the question 	5- 8
 Attempts to describe some aspects of the prescribed text Attempts to compose a response to the question 	1 - 4

Part B Marking criteria	Marks
 Composes a highly engaging imaginative, discursive or persuasive piece writing that effectively responds to the question Crafts language skilfully to develop a coherent response Demonstrates highly effective control of language and structure appropriate to audience, purpose, context and selected form 	5
 Composes an engaging imaginative, discursive or persuasive piece of writing that responds to the question Crafts language effectively to develop a coherent response Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form 	4
 Composes an imaginative, discursive or persuasive piece of writing that responds to the question Uses language competently to develop a coherent response Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form 	3
 Composes a limited imaginative, discursive or persuasive response. Uses language variably to develop a coherent response Demonstrates variable control of language and structure 	2
 Attempts to compose a piece of writing with some relevance to the question Demonstrates limited control of language 	1

Part C Marking criteria	Marks
 Provides a detailed reflection on decisions for own writing, analysing how at least ONE of the prescribed texts (Module C) has influenced writing style in part (b) Effectively justifies choices in language and style, focusing on at least ONE literary device or stylistic feature used in part (b) Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form 	5
 Provides a competent reflection on decisions for own writing, analysing how at least ONE of the prescribed texts (Module C) has influenced writing style in part (b) Competently justifies choices in language and style, focusing on at least ONE literary device or stylistic feature used in part (b) Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form 	4
 Composes a piece of writing that explains decisions for own writing, discussing at least ONE of the prescribed texts (Module C) has influenced writing style in part (b) Identifies choices in language and style, focusing on at least ONE literary device or stylistic feature used in part (b) Demonstrates adequate control of language and structure appropriate to audience, purpose, context and selected form 	3
 Composes a piece of writing that has some relevance to the question Demonstrates limited control of language 	2
 Attempts to compose a piece of writing that has some relevance to the question Demonstrates elementary control of language 	1