



# Coonabarabran High School

## ASSESSMENT NOTIFICATION

**Subject:** Year 12 Advanced English

**Teacher:** Ms Johnston

**Topic:** Module B: Critical Study of Literature – *King Henry IV Part 1*

**Weighting:** 30% (10% on Mod C)

**Date of Notification:** Tuesday 14<sup>th</sup> March 2023 (Week 8, Term 1)

**Due Date:** Thursday 4<sup>th</sup> May 2023 (Week 2, Term 2) to be handed in prior to 9am with student numbers.

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**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
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### **TASK**

#### **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 1<sup>st</sup> May 2023. Students are able to submit one draft for feedback from their teacher.**

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**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
<ul style="list-style-type: none"> <li>• 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</li> <li>• Demonstrates a skilful evaluation of context, language, form and ideas using well-selected and detailed analysis of textual references</li> <li>• Composes a perceptive argument using language appropriate to audience, purpose and form</li> </ul>	17 – 20
<ul style="list-style-type: none"> <li>• 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</li> <li>• Demonstrates an effective evaluation of context, language, form and ideas using well-selected analysis of textual references</li> <li>• Composes an effective argument using language appropriate to audience, purpose and form</li> </ul>	13 - 16
<ul style="list-style-type: none"> <li>• 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</li> <li>• Demonstrates an understanding of context, language, form and ideas using selected textual references</li> <li>• Composes a sound argument using language appropriate to audience, purpose and form</li> </ul>	9 - 12
<ul style="list-style-type: none"> <li>• Describes some aspects of the prescribed text</li> <li>• Demonstrates some understanding of context, language and form with limited textual references</li> <li>• Composes a limited response to the question</li> </ul>	5- 8
<ul style="list-style-type: none"> <li>• Attempts to describe some aspects of the prescribed text</li> <li>• Attempts to compose a response to the question</li> </ul>	1 - 4



