

	<p>St. Agnes Catholic High School</p> <p>English</p> <p>2019</p> <p>Assessment Task 3</p>	<p>Student Name:</p> <hr/> <p>Teacher Name:</p> <hr/>
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Year:	9
Course:	English
Unit Title:	Shakespeare
Due Date:	9ENGA1 - Monday 09/09/19, P1 9ENGA2 - Monday 09/09/19, P1 9ENGA3 - Monday 09/09/19, P1 9ENGB1 - Wednesday 11/09/19, P5 9ENGB2 - Monday 09/09/19, P4 9ENGB3 - Tuesday 10/09/19, P2
Weighting:	25%

Outcomes to be Assessed:	<p>EN5-1A The student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN5-3B The student 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.</p> <p>EN5-4B The student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.</p>
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Context for the Task:	<p>Students have been engaged in the study of Shakespeare and have come to appreciate the historical and social context that underpins his writing. The works of Shakespeare enables the students to engage in a range of enriching dramatic experiences. This includes seeing Shakespearean plays in performance, and films based on Shakespeare's plays, as well as engaging in workshop activities in the classroom with Shakespearean texts.</p>
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Task Rubric:	<p>Your task is to:</p> <ul style="list-style-type: none"> ● compose a discussion essay ● use appropriate language for audience, purpose and form ● include textual evidence to support your points ● demonstrate an understanding of the underlying concepts in the play
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Method of Submission	<p>The assessment task is to be <u>completed in class under examination conditions.</u></p> <p>It is an expectation that students prepare an essay prior to the assessment due date. Quotes will be permitted in the room but only if written on the correct quote scaffold (attached).</p> <p>If students are absent on the day of the task they are required to have a doctor's certificate.</p> <p>Late Assessment Tasks will receive the following penalties:</p> <ul style="list-style-type: none"> ● 1st day late: 10% off final mark ● 2nd day late: another 20% off final mark ● 3rd day late: another 20% off final mark ● 4th day late: a Zero mark will be given and students will receive an 'Unsatisfactory warning' letter. <p>Work that is plagiarised will also receive a mark of Zero.</p>
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Description of the Task:	<p>TASK: Students will <u>compose</u> a discussion essay in response to the following question:</p> <p><i>“Shakespeare’s play, ‘Macbeth’ explores the power of guilt.”</i> <i><u>Explore</u> this statement with detailed reference to character, plot, and language and dramatic techniques.</i></p> <p>The task will be completed in 50 minutes during class time and should be at least 500 words in length. (2 pages).</p> <p>In your response, make close reference to the play’s characters and how they experience the power of guilt. Your points can be supported by significant events within the plot and those language and dramatic techniques used to convey the impact of guilt upon the characters.</p> <p>The task will be completed in 50 minutes during class time. Use the attached essay scaffold to guide you with your planning. You will not be able to bring this in on the due date.</p>
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Essay Scaffold

“Shakespeare’s play, ‘Macbeth’ explores the power of guilt.”

Explore this statement with detailed reference to character, plot, and language and dramatic techniques.

INTRODUCTION	
Inform the reader if you agree with this statement. Introduce your main ideas to be discussed.	
Paragraph 1	
Point- Make your point.	
Elaborate- Support your point with evidence and examples.	
Evidence- Explain how the evidence supports your point.	
Link- Link this point back to the main point or to the question.	
Paragraph 2	
Point- Make your point.	
Elaborate- Support your point with evidence and examples.	

Evidence- Explain how the evidence supports your point.	
Link- Link this point back to the main point or to the question.	
Paragraph 3	
Point- Make your point.	
Elaborate- Support your point with evidence and examples.	
Evidence- Explain how the evidence supports your point.	
Link- Link this point back to the main point or to the question.	
CONCLUSION	
Summarise your arguments in your conclusion.	

Year 9 Assessment Task 3 Quote Scaffold

Guilt

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Marking Criteria

Through the completion of this assessment task, you have demonstrated the ability to:	Mark	Range
Extensive Achievement of Outcomes		
<ul style="list-style-type: none"> ● Demonstrate extensive knowledge and insightful understanding of Shakespeare's exploration of the power of guilt. ● Extensively evidence your argument through the most relevant and detailed references to character, plot, and language and dramatic techniques. ● Communicate own ideas in a consistently clear, extensively refined and sophisticated manner. 	17-20	A
Thorough Achievement of Outcomes		
<ul style="list-style-type: none"> ● Demonstrate thorough knowledge and understanding of Shakespeare's exploration of the power of guilt. ● Thoroughly evidence your argument through relevant reference to character, plot, and language and/or dramatic techniques. ● Communicate ideas in a clear and consistent manner. 	13-16	B
Sound Achievement of Outcomes		
<ul style="list-style-type: none"> ● Demonstrate sound knowledge and understanding of Shakespeare's exploration of the power of guilt. ● Evidence your argument in a sound manner, through reference to character, or plot, or language or dramatic techniques. ● Communicate ideas in a sound manner. 	8-12	C
Basic Achievement of Outcomes		
<ul style="list-style-type: none"> ● Demonstrate basic knowledge of Shakespeare's exploration of guilt. ● Evidence your argument in a basic manner. ● Communicates ideas in a basic manner. 	4-7	D
Elementary Achievement of Outcomes		
<ul style="list-style-type: none"> ● Demonstrate elementary knowledge of Shakespeare's exploration of guilt. ● Provide elementary evidence for your argument. ● Communicates ideas in an elementary manner. 	1-3	E
Did Not Demonstrate Outcomes		
<ul style="list-style-type: none"> ● Assessment task is not submitted on the due date. ● Assessment shows evidence of plagiarism. 	0	DND

Mark awarded	Grade awarded	Signature	Date

Teacher's feedback: (TWO demonstrated outcomes and TWO areas of improvement)
