

MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2022

Stage 5 English – A. Nott, S. Saunders

Task Number: 2

Notification Date: Term 1, Week 6 - 03/06/2022

Weight: 25%

Due Date: Term 1, Week 8 - 17th June 2022 – by 3:20pm



Essay

OUTCOMES ASSESSED

EN5-1A: Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EN5-3B: 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.

EN5-5C: Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts. E

EN5-6C: Investigates the relationships between and among texts.

EN5-7D: Understands and evaluates the diverse ways texts can represent personal and public worlds.

TASK DESCRIPTION

Task: Essay

Topic: Modernising Shakespeare

Length: 600-1000 words

Description:

You are to compose a comparative essay that responds to the following statement:

“Composers take aspects of classic texts and reshape them to appeal to a modern audience.”

In your response you are to refer to *both*:

- The written copy of *Romeo and Juliet*
- The film version you viewed in class.

Your essay should have:

- An introduction
- Clear body paragraphs that follow the PEEL structure
- A conclusion
- Evidence in the form of *quotes* and *reference to scenes* from each text.

TASK INSTRUCTIONS

You are to submit a typed copy of your essay to your class teacher by **3:20pm** on the **17th of June 2022**.

If you require an extension on the due date, speak to the Head Teacher Administration (Ms Eagles)

Teacher's signature: _____

Miss Nott - Mr Saunders

Head Teacher's signature: _____

Ms M Eagles

Deputy Principal's signature: _____

Mrs A Lawrence

MARKING CRITERIA

Students:	Mark range	
<ul style="list-style-type: none"> A refined essay structure, with a highly developed introduction, 2-3 comprehensive body paragraphs and an effective conclusion. The essay demonstrates precision, flair and sophisticated control of language to express ideas and answer the essay question. Shows a highly developed ability to explain and analyse the structures, language forms and features of both the written text and film. Sustained and insightful critical analysis, including use of textual references such as relevant quotes and references to key incidents and themes. 	21-25	
<ul style="list-style-type: none"> A clear essay structure that contains a well-developed introduction, 2-3 detailed body paragraphs and a strong conclusion. The essay demonstrates a competent control of language to express ideas and answer the essay question. Shows a strong ability to explain and analyse some structures, language forms and features of both the written text and film. Sustained critical analysis; including use of textual references such as quotes and references to key incidents and/or themes. 	16-20	
<ul style="list-style-type: none"> A sound essay structure that contains a developing introduction, at least 2 body paragraphs and a conclusion. The essay demonstrates sound control of language to express ideas and answer the essay question to varying degrees. Shows a sound ability to explain some structures, language forms and features of both the written text and the film. Competent critical analysis, including some reference to textual evidence such as quotes, key ideas or themes. 	11-15	
<ul style="list-style-type: none"> A basic essay structure that may contain an introduction, paragraph/s and a conclusion. The essay demonstrates a basic control of language to express ideas and experiences difficulty answering the essay question. Provides a basic description of the structures or language forms and features of both texts. Discussion may be uneven/focus mainly on one text. Attempted critical analysis, communicates some reference to the texts, however references are basic and/or limited. 	5-10	
<ul style="list-style-type: none"> Limited essay structure. Lacks paragraphing and attempts in a limited way to answer the question. Very little control of language. Essay contains many spelling errors, poor sentencing and limited/no use of punctuation. Shows no/ limited understanding of techniques used. Communicates limited reference to the texts. Essay is limited in length. 	1-4	
<ul style="list-style-type: none"> Non-submission of task/non-serious attempt. 	0	
Task Mark:	Task Rank:	Accumulative Rank:

Feedback:

Teacher Signature: _____ Date: _____

