



Notice of Assessment Task Year 12 English Advanced

Date of initial notification: Period 4, Tuesday 14 March, Week 7, Term 1, 2024	Date of task: Period 1, Wednesday 3rd April, Week 10, Term 1, 2024 IN CLASS
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Teacher: 12EA1 – Ms Hayden	Task Number: 2
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Time Allowed: 50 minutes in class	Weighting of task: 20%
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Course Component/Focus area/topic/module: Module A: Textual Conversations <i>The Tempest</i> (Shakespeare) and <i>Hag-Seed</i> (Atwood)
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Task Description: Critical Extended Response

In class students are to compose a comparative critical response relating to the prescribed texts *The Tempest* (Shakespeare) and *Hag – Seed* (Atwood). In their response, they should address the question:

Atwood's contemporary exploration of Shakespeare's theme of imprisonment echoes Shakespeare's message about humanity's flaws.

To what extent is the above statement true in light of your study of the textual conversation between Shakespeare's *The Tempest* and Atwood's *Hag-Seed*? In your response make close reference to both texts.

Students should consider contextual influences, resonances, dissonances and/or shifts in values and perspectives. They will have 50 minutes to complete the written response in class.

NB: No support material is permitted in the assessment room.

Outcomes/Competencies to be assessed in this task:

EA12- 1 independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EA12- 8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning.

Marking Criteria:**You will be marked on how well you:**

- Critically analyse how composers experiment with language forms and features to bring deeper understanding.
- Investigate the relationships between texts considering contextual influences, resonances, dissonance, shifts in values and perspectives.
- Engage the audience through synthesis, fluency, appropriate vocabulary and metalanguage, and evidence of independent research and investigation.

Feedback: How will I receive feedback on this task?

During the teaching and learning cycle students can expect to receive personalised peer and teacher feedback on their work samples to help shape their understanding of the requirements of the task. During the assessment period students will receive generalised feedback as a class to guide students to identify their own strengths and weaknesses. After submission of the task students will receive their assessment response annotated with feedback, a copy of the marking criteria with relevant ticks to indicate their level of achievement that will align with their assessment mark and rank for the task and a personalised comment within 10 school days of completing the task.

- Written
- Verbal
- Whole class
- Individual

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

Marking Guidelines	
<p><i>Demonstrates extensive knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts:</i></p> <ul style="list-style-type: none"> ● Demonstrates an extensive understanding of how to critically analyse and evaluate the ways composers experiment with language forms and features to bring a deeper understanding of texts. ● Demonstrates an extensive understanding of how to investigate the relationships between texts considering contextual influences, resonance, dissonance, values, and perspectives. ● Demonstrates an extensive understanding of how to engage the audience through synthesis, fluency, appropriate vocabulary and metalanguage, and evidence of independent research and investigation. 	<p>Extensive 17-20</p>
<p><i>Demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts:</i></p> <ul style="list-style-type: none"> ● Demonstrates a detailed understanding of how to critically analyse and evaluate the ways composers experiment with language forms and features to bring a deeper understanding of texts. ● Demonstrates a detailed understanding of how to investigate the relationships between texts considering contextual influences, resonance, dissonance, values, and perspectives. ● Demonstrates a detailed understanding of how to engage the audience through synthesis, fluency, appropriate vocabulary and metalanguage, and evidence of independent research and investigation. 	<p>Thorough 13-16</p>
<p><i>Demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts:</i></p> <ul style="list-style-type: none"> ● Demonstrates a sound understanding of how to critically analyse and evaluate the ways composers experiment with language forms and features to bring a deeper understanding of texts. ● Demonstrates a sound understanding of how to investigate the relationships between texts considering contextual influences, resonance, dissonance, values, and perspectives. ● Demonstrates a sound understanding of how to engage the audience through synthesis, fluency, appropriate vocabulary and metalanguage, and evidence of independent research and investigation. 	<p>Sound 9-12</p>
<p><i>Demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts:</i></p>	<p>Basic 5-8</p>

<ul style="list-style-type: none"> ● Demonstrates a basic understanding of how to critically analyse and evaluate the ways composers experiment with language forms and features to bring a deeper understanding of texts. ● Demonstrates a basic understanding of how to investigate the relationships between texts considering contextual influences, resonance, dissonance, values, and perspectives. ● Demonstrates a basic understanding of how to engage the audience through synthesis, fluency, appropriate vocabulary and metalanguage, and evidence of independent research and investigation. 	
<p><i>Demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed:</i></p> <ul style="list-style-type: none"> ● Demonstrates an elementary understanding of how to critically analyse and evaluate the ways composers experiment with language forms and features to bring a deeper understanding of texts. ● Demonstrates an elementary understanding of how to investigate the relationships between texts considering contextual influences, resonance, dissonance, values, and perspectives. ● Demonstrates an elementary understanding of how to engage the audience through synthesis, fluency, appropriate vocabulary and metalanguage, and evidence of independent research and investigation. 	<p>Elementary 1-4</p>

Teacher comment:

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Rank:

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