



2024 English Term 3 Assessment Task Year 9

TOPIC: What Makes a Great Play?

Grade: A - E

SUBMISSION REQUIREMENTS:

This task is to be completed **in class** on Monday 23rd September, Week 10, Term 3.

This task will be completed in the timetabled English period:

Left stream: Period 1

Right stream: Period 2

Students who are absent must be prepared to complete this task in their next English period.

OUTCOMES TO BE ASSESSED:

EN5-RVL-01: Uses a range of personal, creative and critical strategies to interpret complex texts.

EN5-URA-01: Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

EN5-URB-01: Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.

EN5-ECA-01: Craft personal, creative and critical texts for a range of audiences by experimenting with and **controlling** language forms and features to shape meaning.

DIRECTIONAL VERBS:

Uses: employ, to put into practice

Analyse: examine in detail, to understand the underlying structure or meaning.

Evaluate: assess the value, significance, or extent of something.

Craft: to make or produce with care, skill, and for a particular purpose.

Control: to skilfully manage and manipulate.

TASK DESCRIPTION:

In this task you are required to demonstrate your understanding of the prescribed text that you have studied in class this term.

Write an essay response to the following statement:

“Engaging texts require relatable themes and memorable characters”

Your essay response should include relevant quotations and references to the techniques used by the composer to skilfully shape meaning and create effective themes and characterisation within the prescribed text that you have studied this term.

PRESCRIBED TEXTS:

Romeo and Juliet by William Shakespeare – Mrs Suters’ class, Mr Hannah’s class, Miss May’s class, Mr Plumb’s class, Mr Usher’s class and Ms Rostom’s classes.

12 Angry Men by Reginald Rose – Miss Bendeich’s class and Ms Jesson’s class.

ASSESSMENT CRITERIA:

In your essay you will be assessed on how well you:

- **Analyse** how language forms and features have been used to create relatable themes and memorable characters for an audience
- **Consider** the context in which your chosen play was written and how this impacts the reaction of the audience.
- Choose relevant evidence from the text to support your ideas
- **Use** the conventions of essay writing to present your ideas in a logical manner
- **Use** language that appropriate for the context of English, including correct spelling, grammar and punctuation.

When planning your essay, you should use the following structure:

- ❖ **Introduction** - Explain the main ideas you will be exploring and introduce your prescribed text (title and composer)
- ❖ **Body** – Develop a series of paragraphs (at least three body paragraphs). In each paragraph you should
 - Develop one idea (theme/character) that is represented in the text you have studied.
 - Demonstrate your understanding by providing specific examples, quotes and explain how language forms and features shape the meaning and characterisation that exists within the prescribed text.
 - How presentation of themes/characters affects the way a reader/viewer responds to the prescribed text.
 - See PETAL overview below for more guidance on structuring body paragraphs.
- ❖ **Conclusion** – Sum up the ideas you have explored with a strong concluding statement.

You should NOT simply retell the story.

When planning your body paragraphs, you should use **PETAL**:

- **Point or Topic Sentence (P)** – Write a topic sentence outlining your point. This should relate to the overall thesis statement of your response. Your topic sentence should outline what the paragraph will be about.
- **Evidence/Expand/Example (E)** – Expand on or explain further what you have outlined in your topic sentence using evidence or an example from the text. Will likely be a quote or a scene from the text.
- **Techniques (T)** – Identify and explain the literary/poetic/visual/film language forms and features used in the example from the text.
- **Analysis (A)** – Deconstruct and explain how the composer creates meaning through the use of the techniques in the example. Analyse the effect on the audience.
- **Link (L)** – Link the example you have used back to your overall thesis statement. In this way you are making it obvious how you have answered the question.

In preparing your response, use the attached ALARM table to develop and organise your ideas.

Assessment Marking Criteria	Grade
<p>Crafts an outstanding essay in response to the statement, supported by a detailed reference to the prescribed text. <i>In their response, the student presents a detailed analysis of the language forms and features used by a composer to create relatable themes and memorable characters, making connections between the choices of a composer and their intended audience. Ideas are developed logically using the conventions of essay writing such as an introduction, paragraphs, and topic sentences. There is a strong control of language and use of carefully chosen textual evidence to support their ideas.</i></p>	A
<p>Crafts a well-developed essay in response to the statement, supported by a reasonable reference to the prescribed text. <i>In their response, the student presents a reasonable analysis of language forms and features used by a composer to create relatable themes and memorable characters, making connections between the choices of a composer and their intended audience. Ideas are developed using conventions of essay writing such as an introduction, paragraphs, and topic sentences. There is a substantial control of language and use of competently chosen textual evidence to support their ideas.</i></p>	B
<p>Crafts a sound essay in response to the statement, supported by an adequate reference to the prescribed text. <i>In their response, the student explains and at times analyses how language forms and features are used by a composer to create relatable themes and memorable characters, making some connections between the choices of a composer and their intended audience. Ideas are somewhat developed using conventions of essay writing such as an introduction, paragraphs, and topic sentences. There is an adequate control of language and sufficient use of textual evidence to support their ideas.</i></p>	C
<p>Crafts a basic response to the statement, supported by some reference to the prescribed text. <i>In their response, the student may describe the portrayal of themes and characters in the text, with little or no reference to language forms and features. There is an attempt to use the conventions of essay writing such as an introduction, paragraphs, and topic sentences to express ideas. The control of language is developing, and there is a basic use of textual evidence to support their ideas.</i></p>	D
<p>Attempts to craft a response to the statement, with little reference to the prescribed text. <i>In their response, the student may mention themes and characters in the text but largely recounts the plot. There is no mention of language forms and features used by the composer. There is little to no evidence of the essay form present. The use of language is unsuitable for audience, purpose, or context. Textual evidence used to support ideas is weak or irrelevant.</i></p>	E

Areas for Development:	
<input type="checkbox"/> Essay Structure	<input type="checkbox"/> Clear topic sentences
<input type="checkbox"/> Paragraph Structure	<input type="checkbox"/> Reference to textual evidence (quotes)
<input type="checkbox"/> Spelling	<input type="checkbox"/> Reference to literary techniques/devices
<input type="checkbox"/> Capital letters and punctuation	<input type="checkbox"/> Correct referencing of textual evidence
<input type="checkbox"/> Formal language	<input type="checkbox"/> Linking sentences

Name: _____

Grade: _____

Text annotation ALARM table – English

Topic/Question: Engaging texts require relatable themes and memorable characters

Identify	Describe	Explain	Analyse	Interpret Meaning
<i>Identify a part of the text (scene, event, character, technique, quotation, description of form or structure)</i>	<i>What is happening in this part of the text and how does it connect to the overall text/plot? (Use quotes where necessary)</i>	<i>How is the meaning communicated to the reader/audience? (Include techniques)</i>	<i>How does the composer use the techniques to create meaning? (What do the use of dramatic conventions make the audience think, feel, imagine or react?)</i>	<i>What does this add to the overall meaning of the text? What does the composer want a reader/audience to think or feel? Why is this important?</i>

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<i>Identify a part of the text (scene, event, character, technique, quotation, description of form or structure)</i>	<i>What is happening in this part of the text and how does it connect to the overall text/plot? (Use quotes where necessary)</i>	<i>How is the meaning communicated to the reader/audience? (Include techniques)</i>	<i>How does the composer use the techniques to create meaning?</i>	<i>What does this add to the overall meaning of the text? What does the composer want a reader/audience to think or feel? Why is this important?</i>
Critically Evaluate				
<i>How successful is the composer in representing the ideas in the text? How do you connect personally with the ideas? How are universal values explored?</i>				
Topic Concept:	<i>How does this demonstrate the composer's overall purpose of the text?</i>			
Appreciate:	<i>Why does this conceptual understanding matter to the responder (or you)?</i>			