



CALLAGHAN COLLEGE WALLSEND CAMPUS
YEAR 10 ENGLISH 2014 – POWER PLAY
Assessment Task Four

What is the task?	Critical Response Essay (in-class task)
How much is it worth?	15% of your overall result - <i>see your assessment schedule for further details</i>
Syllabus Outcomes	1, 4, 7, 10 - <i>see your assessment schedule for further details</i>
Task Date	Term Three – Week 9 Monday 8th September or Tuesday 9th September (your first time-tabled lesson for the week)
Can I prepare in class?	Your teacher will nominate <i>three lessons</i> in Weeks 7 and/or 8 for you to write a draft for practice. You may seek feedback during these lessons and by email. You may bring a copy of the essay scaffold and the notes written in the template provided on the day of the task.

Task Description:

During this unit you have been studying different types of Power in Shakespeare's "Macbeth" and a variety of other texts. For this task, you will write an essay in response to the question:

Power is not easily defined. It has many faces.

Compare the different types of power that have been represented in "Macbeth" AND ***one*** other text of your choosing.

- You may refer to any related text you have studied in class or at home.
- You will complete this task during class time as allocated by your teacher. It is expected that you aim to write at least 500 words.
- Your teacher will provide **three lessons** for you to write a draft for this task. You *may* receive feedback on your draft work during these lessons. *You are also expected to prepare at home* to ensure your work is of the highest quality.
- You may bring the attached notes sheet and scaffold in to the task with you. Follow the sheet instructions carefully. *Your notes sheet may only have bulleted notes – not an entire essay.*
- *If you are absent during the planning lessons, you are responsible for negotiating a time with your teacher to receive feedback.*

English Faculty Assessment Task Policy

- If you know you will be absent on task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence.
- If you are absent **on the day** of an assessment task and you have a **GENUINE** reason for your absence you must submit an illness/misadventure form signed by your parent/guardian to the HT English on your *first day back at school*. Be prepared to complete/submit your task *on your first day back*.
- If you are absent or do not make a genuine attempt at a task on the due date (and you do not have a genuine reason) you will receive a 10% penalty to your final result *for every day the task is late* (including weekends). A zero award will be recorded for not making a genuine attempt of an assessment task (following the penalty period).
- An N Award Warning Notification (Year 10) or Faculty Letter of Concern (Years 7-9) will be generated for failing to attempt a task.
- Students who plagiarise from other texts or the internet will receive zero marks for the task.



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Name:	Class/Teacher:
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Marking Guidelines		Marks
A	<ul style="list-style-type: none"> ▪ Insightful understanding of the text and its relevance to the concept of power. ▪ Sophisticated analysis of at least three different types of power and a perceptive understanding of how these were represented through various conventions in <i>Macbeth</i> and one other text. ▪ Conceptual and technical analysis are detailed and supported by carefully selected textual evidence (including quotes from <i>Macbeth</i>). ▪ Composes a well-structured and sustained response using elevated language appropriate to audience, purpose and form. ▪ Correct spelling, punctuation, grammar and paragraphing appropriate to the task. 	17-20 Perceptive
B	<ul style="list-style-type: none"> • Highly developed understanding of the text and its relevance to the concept of power. • Highly developed analysis of at least two different types of power and a clear understanding of how these were represented in <i>Macbeth</i> and one other text. • Conceptual and technical analysis are supported by highly appropriate textual evidence. • Composes a well-structured response using language appropriate to audience, purpose and form. • Mostly correct spelling, punctuation, grammar and paragraphing appropriate to the task. 	13-16 Effective
C	<ul style="list-style-type: none"> ▪ Sound understanding of the text and the concept of power. ▪ Sound attempt to analyse at least two different types of power and a competent understanding of how these were present in <i>Macbeth</i> and one other text. ▪ Discussion of concept is supported by some textual evidence. Mostly conceptual, very little technical analysis. ▪ Composes a clear response using language that is mostly appropriate to audience, purpose and form. ▪ Some correct spelling, punctuation, grammar and paragraphing 	9-12 Sound
D	<ul style="list-style-type: none"> ▪ Basic understanding of the text and concepts. May only discuss one text. May only discuss one type of power. ▪ Attempts some basic discussion of power. No real sense of analysis. ▪ Some textual evidence is used. ▪ Structure may be disjointed. Language choices are not always appropriate to audience, purpose and form. ▪ Basic spelling, punctuation, grammar and paragraphing. 	5-8 Basic
E	<ul style="list-style-type: none"> ▪ Elementary understanding of the text/s (mostly recount). ▪ Little to no conceptual discussion or analysis. ▪ Little to no textual evidence is used. ▪ Little to no evidence of essay style response. ▪ Limited spelling, punctuation, grammar and paragraphing. ▪ Non serious attempt. 	0-4 Limited

Feedback	
Medals	Missions
Final Mark: /20 Marker:	



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Extended Response Scaffold				
Introduction	<ul style="list-style-type: none"> ▪ Address the question (establish your thesis) – in this case, clearly outline whether you think that there are many different “faces” (types) of power ▪ Introduce the titles/forms/composers of your two texts – <i>Macbeth</i> and ONE other text of your choosing. ▪ Identify THREE different types of power you will analyse in this essay. ▪ Your introduction acts as the plan for the rest of the essay. Remember, your introduction is the first impression for your essay and sets the tone. ▪ Your introduction should be a paragraph of about 5-8 lines in length. 			
Body (This is a text by text essay structure – advanced students should look at the option of an integrated essay structure)	<p>Text #1 – “Macbeth”</p> <ul style="list-style-type: none"> ▪ Outline in a sentence the different faces/types of power in this text. This is addressing the question. ▪ Give examples to support the types of power you have outlined (quotes). ▪ Analyse at least two techniques and how they convey a message about power. ▪ Analyse these techniques in detail using the I.E.E.L scaffold (Identify/Example/Effect/Link to concept) ▪ Where possible in ANY of the analysis, compare the use of the technique to the concept of power, compare the technique to your other text and use language from the question. ▪ Write a linking sentence to your next text – discuss the similarities and differences between the texts. <p>Text #2 – Your Related Text</p> <ul style="list-style-type: none"> ▪ Outline in a sentence the different faces/types of power in this text. Compare these to the power in <i>Macbeth</i>. Are they similar or different? ▪ Give examples to support the types of power you have outlined (quotes). ▪ Analyse at least two techniques and how they convey a message about power. ▪ Analyse these techniques in detail using the I.E.E.L scaffold (Identify/Example/Effect/Link to concept) ▪ Where possible in ANY of the analysis, compare the use of the technique to the concept of power, compare the technique to your other text and use language from the question. <div style="background-color: #e0e0e0; padding: 5px;">I.E.E.L Scaffold (or S.T.E.E.L)</div> <ul style="list-style-type: none"> ▪ Identify the technique (it must be a device that helps to convey the idea you are discussing). ▪ Provide at least one example (textual reference). ▪ Explain the effect (how effective is the technique in conveying power?) ▪ Link the analysis to the question <i>and/or</i> concept <i>and/or</i> the other text. 			
Conclusion	<ul style="list-style-type: none"> ▪ Summarise your essay. Repeat your main thesis by outlining the reasons that you discussed. ▪ Finish on a strong statement that addresses the question. 			
Metalanguage and Vocab	power play protagonist antagonist manipulative composer responder ambitious hamartia	dominant submissive dramatic convention characterisation soliloquy representation prophecy influence/control	<i>Synonyms of “shows”:</i> Conveys, illustrates, depicts, highlights, delineates, elucidates, exposes, reveals, expresses, portrays, represents.	<i>Synonyms of “techniques”:</i> ways, representation, devices, elements, aspects, tools, choices, conventions.



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Student Note Sheet for Task

*This is the only sheet you may bring in during your task.
You must handwrite your notes in **bullet form only**. This sheet must be submitted with your final task.*

Types of Power and Examples for <i>Macbeth</i>		Quotes/Evidence
Types of Power and Examples for <i>Related Text</i>		Quotes/Evidence
Techniques that help to highlight power in <i>Macbeth</i>	Technique #1	Quotes/Evidence
	Technique #2	Quotes/Evidence
Techniques that help to highlight power in <i>Related Text</i>	Technique #1	Quotes/Evidence
	Technique #2	Quotes/Evidence