 **NARROGIN SENIOR HIGH SCHOOL** 

**English ATAR Year 12**

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| **Student: Date Due:** Class 1: Thursday 28th 2020  Class 2: Friday 29th 2020 |
| **Assessment Type:** Responding: Essay  **Task 3**  Answer the following question in ESSAY format in the required time frame:  Compare the representation of unequal power relationships in at least two texts that you have studied  **Time allocation:** One period.  **Conditions:** In class.  One page, one side only notes and quotes. Typed Times New Roman 10 pt OR hand written.  **Weighting:** Responding 5%  **Mark: / 40** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Essay |  |  |  |
| Thesis highlighted |  |  |  |

Teacher Comment:

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| **Marking criteria and categories** | **Marks**  **/40** |
| **Representation of unequal power relationship** | **/10** |
| Detailed comparison and analysis of the representation of unequal power relationship | **8-10** |
| Competent comparison and analysis of the representation of unequal power relationship | **6-7** |
| Satisfactory comparison and analysis of the representation of unequal power relationship | **5-6** |
| Limited comparison and analysis of the representation of unequal power relationship | **3-4** |
| Unsatisfactory comparison and analysis of the representation of unequal power relationship | **1-2** |
| **Mechanics of grammar, spelling and punctuation** | **/10** |
| Sustains control of the mechanics of grammar, spelling and punctuation. | **8-10** |
| Controls most of the mechanics of grammar, spelling and punctuation. | **6-7** |
| Controls some of the mechanics of grammar, spelling and punctuation. | **5-6** |
| Demonstrates limited control of the mechanics of grammar, spelling and punctuation. | **3-4** |
| Demonstrates minimal control of the mechanics of grammar, spelling and punctuation. | **1-2** |
| **Structure** | **/10** |
| Organises analysis, within a coherent structure, that addresses all of the requirements of the task. | **8-10** |
| Organises analysis, within a logical structure, that addresses most of the requirements of the task. | **6-7** |
| Provides some structure for the response while addressing some of the requirements of the task. | **5-6** |
| Presents ideas within a limited structure while addressing a limited number of the requirements of the task. | **3-4** |
| Express ideas incoherently while addressing a minimal number of the requirements of the task. | **1-2** |
| **Supporting evidence** | **/10** |
| Provides insightful evidence (by way of quotes and/or examples) to enhance analysis. | **8-10** |
| Provides appropriate evidence (by way of quotes and/or examples) to develop and support analysis. | **6-7** |
| Provides some evidence (by way of quotes and/or examples) to support analysis. | **5-6** |
| Provides limited evidence (by way of quotes and/or examples) to support analysis. | **3-4** |
| Makes no use of supporting evidence | **1-2** |
|  | **/40** |