 **NARROGIN SENIOR HIGH SCHOOL** 

**English ATAR Year 12**

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| **Student: Date Due:** Thursday 7th April, 2022 |
| **Task 5**  **Assessment Type:** Responding  **Weighting:** 5%  Answer **ONE** of the following question sin ESSAY format in the required time frame:   1. Compare the representation of the female protagonists in two texts.   **OR**   1. Compare how two texts use different structures to engage you.   **OR**   1. Compare how the stylistic choices have created different settings in two texts.   **Time allocation:** One period.  **Conditions:** In class.  One A4 page of notes, back and front, 12 pt Times New Roman, single spacing allowed    **Mark: / 40** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Essay |  |  |  |
| Thesis highlighted |  |  |  |
| One A4 page of notes, back and front, 12 pt Times New Roman, single spacing |  |  |  |

Teacher Feedback:

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| **Marking criteria and categories** | **Marks: 40** |
| **Comparison of female representation, structure, setting** | **/10** |
| Detailed comparison and analysis. | **8-10** |
| Competent comparison and analysis. | **6-7** |
| Satisfactory comparison and analysis. | **5-6** |
| Limited comparison and analysis, | **3-4** |
| Unsatisfactory comparison and analysis of the representation. | **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** |