|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| GCC Logo | **GOOD COUNSEL COLLEGE**  **ENGLISH DEPARTMENT**  **Task 10.3** | | | | | **Overall** |
|  |
| **UNIT:** *Fate’s dark wings?* | | | **SEMESTER ONE 2022** | | | |
| **INSTRUMENT:**  Comparative Essay | | | **TECHNIQUE:** Extended response | | | |
| **Task Given:** Week 6, Term 2 | | |  | | | |
| **Draft Due:** Monday,Week 8, 9am | | | **Final Due:**  Wednesday,Week 9, Term 3 | | | |
|  | | | | | | |
| **Name:** | | | **Teacher Code: BORM** | | | |
|  | | | | | | |
| **CONTEXT:** | | | | | | |
| This term you have studied Shakespeare’s tragic love story *Romeo and Juliet*. You have examined the ways Shakespeare manipulates a wide variety of language features and stylistic elements to engage and influence the audience. You have noted the various ways that Shakespeare represents the theme of fate.  *Inspire* is a youth magazine that aims to engage students from age 12 onwards. They publish students' essays in every issue and they are currently preparing an edition on the theme of fate. You have been asked to contribute an essay. | | | | | | |
| **TASK:** | | | | | | |
| Write an essay comparing the different representations of fate that Shakespeare presents through *Romeo and Juliet’s* love story.  In order to do so, select three representations of fate in Shakespeare’s *Romeo and Juliet*   * Identify representations in key scenes from the play. * Analyse, compare and evaluate what Shakespeare tells us about fate through the representations. * Provide evidence to justify your explanation of Shakespeare’s perspective on fate. | | | | | | |
| **ROLE:** | | | | **AUDIENCE:** | | |
| Expert on the play. | | | | Publishers of *Inspire* magazine, students, and teachers knowledgeable about the text. | | |
| **PURPOSE:** | | | | | | |
| To compare, explain, analyse and evaluate. | | | | | | |
| **CHECKPOINTS:** | | | | **CONDITIONS:** | | |
| * Week 6 focus Cold Case presentation due * Weeks 6-7 essay planning sighted in class * Monday Week 8 draft due * Week 8 Peer editing and feedback * Week 9 Task Due | | | * Open – access to resources * 600-800 words * Plan sighted in class * Feedback on one draft after peer feedback * Submit draft and final copy through Turnitin via Canvas | | | |
| **COGNITIVE VERBS** | | | | | | |
| **RETRIEVAL AND COMPREHENSION** | | **ANALYSIS** | | | **KNOWLEDGE UTILISATION** | |
| * Clarify * Comprehend * Construct * Define * Demonstrate * Describe * Explain * Identify * Recall/ Recognise (eg features) * Understand | | * Analyse * Compare * Consider * Deduce /Determine * Discriminate/ Distinguish * Infer/Extrapolate * Interpret * Organise / sequence / structure * Reflect (on) | | | * Assess * Construct (e.g. an argument) * Create (e.g. a unique product; language texts; meaning) * Decide/determine * Manipulate (eg language texts, skills, tech) * Synthesise | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| C:\Users\nbatth\AppData\Local\Microsoft\Windows\INetCache\Content.Word\GCC Logo.png | | **GOOD COUNSEL COLLEGE**  **ENGLISH DEPARTMENT** | | | | |
| **STANDARD** | | A | B | C | D | E |
| **Receptive mode** |  | discerning development and justification of own interpretations of texts | effective development and justification of own interpretations of texts | development and justification of own interpretations of texts | development and partial justification of own interpretations of texts | development and fragmented justification of own interpretations of texts |
| **Skills** | discerning evaluation of interpretations with discerning analysis of the evidence used to support them | effective evaluation of interpretations with effective analysis of the evidence used to support them | evaluation of interpretations with analysis of the evidence used to support them | explanation of interpretations with description of the evidence used to support them | description of other interpretations with identification of the evidence used to support them |
| **Productive mode** | **Understanding** | discerning selection of language features to achieve purpose of an analytical text | effective selection of language features to achieve purpose of an analytical text | selection of language features to achieve purpose of an analytical text | selection of language features to achieve some purposes | selection of language features unsuitable for purpose |
| discerning explanation of different viewpoints, attitudes and perspectives | effective explanation of different viewpoints, attitudes and perspectives | explanation of different viewpoints, attitudes and perspectives | description of different viewpoints, attitudes and perspectives | identification of different viewpoints, attitudes and perspectives |
| discerning development of cohesive and logical arguments | effective development of cohesive and logical arguments | development of logical arguments | partial development of arguments | Lack of arguments |
| **Skills** | discerning creation of a text to articulate complex ideas | effective creation of a text to articulate complex ideas | creation of a text to articulate complex ideas | creation of a text to articulate some complex ideas | creation of a text to articulate ideas |
| discerning demonstration of understanding of grammar | effective demonstration of understanding of grammar | demonstration of understanding of grammar | partial demonstration of understanding of grammar | fragmented demonstration of understanding of grammar |
| discerning variation of vocabulary choices for impact | effective variation of vocabulary choices for impact | variation of vocabulary choices for impact | limited vocabulary choices | use of aspects of vocabulary choices |
| consistent use of accurate spelling and purposeful use of punctuation | consistent use of accurate spelling and effective use of punctuation | use of accurate spelling and punctuation | partial use of accurate spelling and punctuation | fragmented use of accurate spelling and punctuation |
| **COMMENTS:** | | | | | | |
| Teacher Signature: | | | | Overall Result: | | |