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# Year 12 Literature 2024

# Learning Task 2

Task: *Top Girls* Short Written Response - Essay

Respond to one of the following questions:

**Question 1:** Reflect on how *Top Girls* by Caryl Churchill challenges or endorses your beliefs, attitudes and/or values through its representation of gender issues. **For example, you might:** Explore the ways in which the play challenges traditional notions of femininity and how it encourages a re-evaluation of societal expectations regarding women.

**Question 2:** Account for the ways that *Top Girls* communicates ideological perspectives pertinent to the context in which it was produced. **For example, you might:** Explore the socio-political climate of the time when the play was written (1982) and discuss how Churchill's play reflects and/or challenges the prevailing ideologies of that era.

**Question 3:** Discuss the significance of structure in *Top Girls* by Caryl Churchill and how it shapes a reader's understanding of the play. **For example, you might:** Analyse the non-linear narrative structure and/or the overlapping dialogue and how these features contribute to the play’s thematic depth and complexity.

**Question 4:** Consider the extent to which the application of one or more reading practices has influenced the meaning you have derived from *Top Girls*. **For example, you might:** Discuss specific theories or perspectives (on gender/class/power/race/sexuality) that enhance your understanding of the play and how they shape your appreciation of its themes and characters.

**Question 5:** Discuss the way that *Top Girls* by Caryl Churchill remains significant outside of its context of production. **For example, you might:** Explore how the play's ideas and issues have transcended its original context and remained relevant (on a personal and/or societal level).

**Task Conditions:**

* **Questions will be distributed** via Connect and/or Compass at 2:35 on Wednesday, Week 5.
* Students will engage in **50 minutes of timed writing** the following day.
* In that time, you are expected to produce an **introduction, two body paragraphs and a conclusion**.
* Once your responses have been returned, you are expected to engage with the feedback and write the third body paragraph as part of your **journal**.
* The examples above are only *one way* to address these questions. You *do not* have to use them.

# Essay marking key

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| **Extended written response** | **Marks** |  |
| **Engagement with the question**  The student demonstrates: **/6** | | **Targeted Feedback** |
| a sophisticated and critical engagement with all parts of the question. | 6 | * “Engagement’ requires you to critically and thoughtfully consider the question and its key components before formulating a response. Highlight key words, plan your response. * Literature questions often have multiple components, ensure you address them all. * Use the words of the question in your thesis statement, and your topic and concluding sentences of each paragraph. |
| a comprehensive and detailed engagement with all parts of the question. | 5 |
| a purposeful engagement with all parts of the question. | 4 |
| a general engagement with most parts of the question. | 3 |
| below the expected standard for this criteria. | 0-2 |
| **Course concepts**  The student shows: **/6** | | **Targeted Feedback** |
| a sophisticated understanding and application of course concepts. | 6 | * Read through the syllabus documents to revise course concepts. * Use the discourse associated with the relevant syllabus pointers. * Revise your texts to ensure you can confidently refer to course concepts when analysing them. * Read critical discussions of your texts and use your understanding of these in your own analysis. |
| a well-informed understanding and application of course concepts. | 5 |
| a sound understanding and some application of course concepts. | 4 |
| a general understanding and application of course concepts. | 3 |
| an understanding below the expected standard for this criteria. | 0-2 |
| **Use of evidence**  The student uses: **/6** | | **Targeted Feedback** |
| pertinent text references and/or generic conventions and reference to cultural contexts where appropriate throughout to develop and support the answer. | 6 | * Devote more time to unpacking each piece of evidence. Thoroughly explore the language choices in your quotes over the next 2-3 sentences. * Do not over-rely on quotes. It is not the evidence that gets you through but the depth to which you explain them. * Choose relevant and significant examples from the text to analyse. * Refer to context to enhance your analysis. * Use critical readings and theoretical sources as evidence to enhance your response. * Embed quotes within your own writing. * When quoting, use only what you need. |
| appropriate text references and/or generic conventions and reference to cultural contexts where appropriate throughout most of the response to support the answer. | 5 |
| some appropriate text references, and/or generic conventions with some reference to cultural contexts where appropriate to largely develop the answer. | 4 |
| some relevant text references that generally support the answer. | 3 |
| few text references, if any, that support the answer. | 0-2 |
| **Linguistic, stylistic and critical terminology**  The student shows: **/6** | | **Targeted Feedback** |
| a sophisticated and comprehensive use of linguistic, stylistic and critical terminology suited to the answer. | 6 | * Enhance your linguistic terminology by referring to more language devices. * Enhance your stylistic terminology by referring to more structural and generic features. * Enhance your critical terminology by using language relating to literary theories and broader syllabus concepts. * Study the Literature glossary to develop a more subject specific vocabulary. * Practice using the metalanguage of the course. * Spend time studying different genres, forms, movements and theories and the jargon associated with them. * Ensure you are accurate when labelling conventions. |
| a comprehensive use of linguistic, stylistic and critical terminology appropriate to the answer. | 5 |
| a consistent use of linguistic, stylistic and critical terminology mostly related to the answer. | 4 |
| some use of linguistic, stylistic and critical terminology mostly related to the answer. | 3 |
| infrequent use of terminology that is below the expected standard for this criteria. | 0-2 |
| **Expression of ideas**  The student expresses ideas: **/6** | | **Targeted Feedback** |
| in controlled language and style, logical argument and structure. | 6 | * Allow time for planning, proofreading and editing in order to avoid errors and improve the accuracy and cohesion of your response. * Refine your structure to ensure a focused response to the question/text. * Be concise and effective. * Read academic writing to improve your vocabulary and style. |
| in coherent language and style, argument and structure. | 5 |
| in a purposeful and mostly methodical argument. | 4 |
| in a largely clear way, but not always coherently structured. | 3 |
| below the expected standard for this criteria. | 0-2 |
| **Total** | **/30** |  |
| **Additional comment (if required):** | | |