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|  | **Bremer State High School**  English Department |
| **11 Literature – Unit 2 Topic 2** |
| **Name: Due:** Term 2,Week 10 |
| **Formative Assessment Task 2.1** | |
| **Purpose:**  **Use** patterns and conventions of an analytical essayto inform readers of an interpretation of a literary text.  **Select** and **synthesise** subject matter to support perspectives in an essay  **Organise** and **sequence** subject matter to inform readers of an interpretation of a literary text | |
| **Task:** Task 2.1 requires you to develop detailed essay plans for analytical essays in a limited time frame. For *each* of the questions below, create an essay plan allowing approximately 20 minutes for each plan.   1. How does Atwood represent male-female relationships in *The Penelopiad*? 2. Atwood’s reimagining *The Penelopiad* disrupts traditional beliefs about female agency. To what extent do you agree with this statement? | |
| Instructions | |
| **Pre-write - Plan**   1. **Unpack** the task 2. **Identify** and **select** evidence from the text that answers the task. Refer to your work completed in the topic so far 3. **Brainstorm** ideas and connections between your interpretation of the film and the analytical task 4. **Brainstorm** arguments to use for your response. 5. **Develop** a thesis to state your perspective and argument in response to the analytical task. 6. **Research** interpretations and critiques of others in relation to the task 7. **Plan** the essay sequence including evidence, literary analysis and critiques of others’ interpretations and/or responses to the text 8. **Use** dot points only in your planning – *do not write a full response for this planning task* 9. **Save** your response using the following pathway: SURNAME First name U2T1 Task 2.1 10. **Submit** your Task 2.1 as a word or PDF document to your teacher, via the QLearn assignments page. | |
| Conditions | |

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| **Genre:**  **Social purpose: Relationships:**  **Subject matter:**  **Mode/Medium:**  **Length:** | Analytical response to literature – planning phase  Seek teacher feedback on analytical writing skills  Student to self  The Penelopiad analysis and interpretation  Written – sentences, dot points, diagrams  Various word lengths to suit individual student planning. |