

MYP 4 English Language and Literature

Unit 2: What's the Drama?

Literary Work: *Fences* by August Wilson (Acts 1–2)

Assessment Type: Formative Task 1

Total Marks: 60

LESSONS:

1. CONVENTIONS OF DRAMA

2. AUDIENCE

Criterion A: Analyzing

Descriptors (0–8):

0: Does not reach a standard described by any of the descriptors below.

1–2: Identifies some basic aspects with limited understanding.

3–4: Adequately identifies and comments on aspects with some justification.

5–6: Competently analyses aspects with clear understanding.

7–8: Effectively analyses and evaluates aspects with perceptive insight.

Criterion B: Organizing

Descriptors (0–8):

0: Does not reach a standard described by any of the descriptors below.

1–2: Attempts to organize ideas with limited success.

3–4: Organizes ideas adequately with some structure.

5–6: Clearly organizes information in a logical and cohesive manner.

7–8: Effectively structures ideas with sophistication and clarity.

Criterion C: Producing Text

Descriptors (0–8):

0: Does not reach a standard described by any of the descriptors below.

1–2: Produces limited text with minimal relevance.

3–4: Produces adequate text showing some creativity.

5–6: Produces coherent text with effective use of features.

7–8: Produces highly effective, imaginative and insightful text.

Criterion D: Using Language

Descriptors (0–8):

0: Does not reach a standard described by any of the descriptors below.

1–2: Uses limited vocabulary and grammar.

3–4: Uses adequate language with occasional errors.

5–6: Uses language effectively with minor lapses.

7–8: Demonstrates precise, sophisticated and controlled use of language.

Criterion A: Analyzing (15 marks)

Focus: Understanding conventions of drama and literary techniques.

Section A: Multiple Choice (1 mark each)

1. Which of the following is a convention of drama?

- A. Paragraphs and stanzas
- B. Stage directions and dialogue
- C. Rhyme and rhythm
- D. Quotations and citations

2. In a playscript, stage directions are usually written in:

- A. Italics
- B. Bold
- C. Underlined
- D. Uppercase

3. The main purpose of dialogue in a play is to:

- A. Tell the reader what to think
- B. Reveal character and move the plot
- C. Describe the setting
- D. Provide background information only

4. Which of the following best defines an Act?

- A. A scene change
- B. A major division in a play
- C. A list of characters
- D. A speech by one actor

5. A Scene in drama usually changes when:

- A. The characters stop talking
- B. The curtain falls
- C. The setting or time changes
- D. The theme changes

6. In *Fences*, Troy's conflict with Cory is mainly about:

- A. Money
- B. Baseball
- C. Ambition and control
- D. Friendship

7. The title *Fences* is symbolic of:
- A. The boundary of Troy's house only
 - B. Separation and protection in relationships
 - C. A literal fence-building project
 - D. An athletic game
8. Which character serves as Troy's friend and often provides comic relief?
- A. Cory
 - B. Rose
 - C. Bono
 - D. Lyons
9. The audience's role in a play is to:
- A. Direct the play
 - B. Critically respond and interpret meaning
 - C. Write the script
 - D. Provide dialogue
10. What is one distinct feature of plays compared to novels?
- A. Plays are meant to be performed
 - B. Plays include long descriptions
 - C. Plays are written in chapters
 - D. Plays have no dialogue
11. August Wilson's *Fences* primarily explores which theme?
- A. Technology
 - B. Racism, family, and responsibility
 - C. Friendship
 - D. Comedy
12. A monologue is:
- A. A speech by two characters
 - B. A long speech by one character
 - C. A silent action
 - D. A conversation
13. What is the setting of *Fences*?
- A. Pittsburgh, 1950s
 - B. Harlem, 1920s
 - C. Chicago, 1980s
 - D. Boston, 1930s

14. The phrase “breaking the fourth wall” means:
- A. Destroying the stage set
 - B. Speaking directly to the audience
 - C. Changing acts
 - D. Forgetting one’s lines
15. Which of the following best describes Rose’s character?
- A. Cold and distant
 - B. Loving but firm
 - C. Lazy and dishonest
 - D. Ambitious and rebellious

Criterion B: Organizing (10 marks)

Focus: Understanding the structure and conventions of a play-script.

Task: write a short playscript (about 4–8 lines). Include Act, Scene, Stage Directions, and Dialogue. Dialogue must come from *Fences* but must be written in modern English text.

PRESENT THIS ON RULED PAPER STICK ON A3 PAPER WITH SIDE LABELS AS DISCUSSED IN CLASS. YOU ARE ALLOWED TO USE NOT MORE THAN THREE COLOURS.

Criterion C: Producing Text (15 marks)

Focus: Creative and analytical writing about drama.

Section: Open-Ended Questions (150 words) (5 marks each)

1. Explain how August Wilson uses dialogue to reveal the conflict between Troy and Cory.
2. Describe one symbol in *Fences* and explain its meaning.
3. How does Rose represent strength and sacrifice in the play?
4. Discuss how the audience might feel about Troy by the end of Act 2.
5. Explain one way the play’s structure (acts/scenes) adds to its meaning.

Criterion D: Using Language (20 marks) (600 words)

Focus: Extended response and essay writing. Choose **ONE** question below.

1. “Troy Maxson is both a hero and a failure.” Discuss this statement using evidence from Acts 1–3.
2. Examine how *Fences* portrays family relationships and generational conflict.
3. “The fence in *Fences* is more than just wood and nails it is a metaphor for boundaries.” Explain how the title captures the central message of the play.

Mark Distribution Summary

Criteria	Section	Marks
Criterion A	15 Multiple Choice Questions	15 (8)
Criterion B	Sample Playscript	10 (8)
Criterion C	5 Open-Ended Questions	15 (8)
Criterion D	1 Essay (choose one)	20 (8)
Total		60 (32)

TASK SHOULD BE HANDWRITTEN ON A FULL SCALP
ALSO PRESENT YOUR PARAGRAPHS IN PEEL STRUCTURE WITH REFERENCE *eg: this is/an evident, example in [Act 1, scene ii] Appropriately...*

ANY FOLLOW UP QUESTION SHOULD BE IN THE CLASS CHAT.

DUE DATE TUESDAY 11TH NOVEMBER 2025.