**English Drama Unit**

**Year 10 Assessment Task**

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| **Task** | **Due date** | **Weighting** |
| Drama Unit Comparative Essay |  Thursday 5th April (Week 10, Day 9) | 25% |

|  |
| --- |
| A student  |
| EN5 – 1A | Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression & pleasure |
| EN5 – 4B | Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts |
| EN5 – 6C | Investigates the relationship between and among texts |

In your answer, you will be assessed on how well you:

* Plan and structure your essay and paragraphs
* Edit your language regarding spelling and grammar
* Discuss and argue relevant themes from both texts
* Link appropriate quotes and/or examples to support your arguments and discussions

Task:

***The dramatic texts of Blackrock and “O” are full of themes, experiences and characters, which have been evident and prevalent in societies both past and present.***

**With reference to the above quote, identify and discuss 3 (three) different themes addressed by both texts you have studied during this drama unit.**

**Make sure to include quotes, references of events/experiences and/or relationships of/between characters to support your argument.**

**You must include a handwritten draft with a typed final/edited version to your teacher on the due date. Please also email your final version to your teacher by the due date. Please use font size 11/12 in Times Roman or Arial font type.**

**You must also include a bibliography if you refer to any texts other than the prescribed.**

**\*Choose your three themes from the list below.**

- Gender inequality - Social class

- Masculinity - Deception

- Mateship/brotherhood - Guilt

- Breakdown of parental relationships

Word count: 1000-1200 words

Marks:

Marking criteria:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria/ Marks**  | 1 | 2 | 3 | 4 | 5 |
| Essay and paragraph **structure** |  |  |  |  |  |
| Accuracy of **spelling** and **grammar and punctuation** |  |  |  |  |  |
| Quality of addressed and argued **themes** |  |  |  |  |  |
| **Quotes/ examples** are substantial, accurate and linked to selected themes |  |  |  |  |  |
| Effectively compares how themes have been evident and prevalent in societies both past and present. |  |  |  |  |  |
| Bibliography if needed. Handed in on time.  |  |  |  |  |  |

**Marks**: \_\_\_\_\_\_\_\_\_\_\_ / 25

**Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_