



Warialda High School Assessment Notification

Subject: English (Advanced)
Year 12 2024
Assessment Task 2 of 4

Due Date (or Task Date):	Term 1, Week 9– Friday 29th March 2024 in class (P5)
Weighting	25%
This assessment will be in the form of:	Multimodal Presentation
Description of Task: To successfully complete this assessment task, you are to write and record an imagined conversation/interview between William Shakespeare and Margaret Atwood for the fictional podcast series <i>Texts in Conversation</i> . In this podcast you need to discuss the influence of context on how ideas are represented and understood across different texts, particularly referring to the motif of “the other” motif in the textual conversation between Shakespeare’s ‘The Tempest’ and Margaret Atwood’s ‘Hag-Seed’. Your podcast must: <ul style="list-style-type: none">● Include a critical discussion of the motif of “the other” within each text.● Explore the context of each of your texts, how these are represented through each text and how contextual changes influence key themes throughout each text.● Reflect on, and evaluate the questions the relationship between “The Tempest” and “Hag-Seed”● Include a careful selection of textual detail and analysis of techniques.● Be between 6-10 minutes in duration.	

Outcomes to be assessed:

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Marking Criteria- attached

Marking Criteria	Marks	This Looks Like...
<ul style="list-style-type: none"> ● Demonstrates insightful understanding of how composers are influenced by another text's concepts and values ● Skilfully evaluate the relationships between texts and contexts ● Supports arguments with judiciously selected, detailed reference to a wide range of aspects of the texts, including language forms and features. ● Skilfully constructs a realistic podcast, demonstrating sophisticated control of language and structure, including language forms and features appropriate to audience and purpose. 	<p style="text-align: center;">A</p> <p style="text-align: center;">21-25</p>	<ul style="list-style-type: none"> ● Insightful understanding = consideration of all elements of the text (form, structure, purpose, syntax, language features, context, audience...) and connecting these to the focus of the question clearly, naturally, and explicitly. ● Skillfully evaluates and reflection on= clear and original understanding of how people and events are represented throughout the texts ● Textual evidence is the best example chosen to reinforce the point you are making. Analysis always includes the significance and the effect ● Response has an engaging podcast structure, uses a clear speaking voice, showing an awareness of audience and purpose.
<ul style="list-style-type: none"> ● Demonstrates a well-developed understanding of how composers are influenced by another text's concepts and values ● Effectively evaluate the relationships between texts and contexts ● Supports arguments with appropriately selected, detailed reference to a range of aspects of the texts, including language forms and features. ● Effectively constructs a podcast, demonstrating well developed control of language and structure, including language forms and features appropriate to audience and purpose. 	<p style="text-align: center;">B</p> <p style="text-align: center;">16-20</p>	<ul style="list-style-type: none"> ● Substantial understanding = considers most elements of the text (form, structure, purpose, syntax...) and these are connected to the focus of the questions clearly and explicitly. ● Thoroughly evaluates and reflection on= clear understanding of how people and events are represented throughout the texts ● Textual evidence is the best example chosen to reinforce the point you are making. Analysis mostly includes the significance and the effect ● Response has a well-developed podcast structure, uses a clear speaking voice, showing an awareness of audience and purpose.
<ul style="list-style-type: none"> ● Demonstrates understanding of how composers are influenced by another text's concepts and values ● Evaluate the relationships between texts and contexts ● Supports arguments with relevant references to aspects of the texts, including language forms and features. ● Constructs a podcast, demonstrating a sound control of language and structure, including some language forms and features appropriate to audience and purpose. 	<p style="text-align: center;">C</p> <p style="text-align: center;">11-15</p>	<ul style="list-style-type: none"> ● Some understanding = consideration of the major elements of the text (main textual features, identification of form) with connections to the question's focus ● Sound reflection on= mostly correct understanding of how people and events are represented throughout the texts ● Textual evidence is included but may not consider the impact or significance in the analysis, or clearly connect to the idea ● Response has a sound podcast structure, uses a clear speaking voice, showing an awareness of audience and purpose.

<ul style="list-style-type: none"> ● Demonstrates some understanding of how composers are influenced by another text's concepts and values ● Describes the relationships between texts and contexts ● Supports arguments with some general references to aspects of the text/s, including language forms and features. ● Attempts to construct a podcast, demonstrating inconsistent control of language appropriate to audience and purpose. 	<p>D</p> <p>6-10</p>	<ul style="list-style-type: none"> ● Basic understanding = identification of some ideas with loose or unclear connection to the question. Does not express these clearly in relation to the texts ● Basic reflection= describes events and figures in texts ● Describes the characters and/or plot ● Response attempts a podcast structure, awareness of audience may be variable.
<ul style="list-style-type: none"> ● Demonstrates some understanding of how composers are influenced by other texts ● Makes limited reference to specific aspects of the text, relying instead on generalisations and textual recount ● Writing and structure of text demonstrate little awareness of audience and control of language and structure. 	<p>E</p> <p>1-5</p>	<ul style="list-style-type: none"> ● Limited = mentions key participants or plot points with little or no connection to the question ● Limited description of historical events, contexts or figures within text/s ● Disjointed response, awareness of audience may be inappropriate or minimal.
<ul style="list-style-type: none"> ● Non-Attempt or not handed in by the due date. 	<p>N</p> <p>0</p>	

Total:

Comments:

Student Register of Notification of Assessment Task

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Due Date (or Task Date):	Term 1, Week 9– Friday 29th March 2024 in class (P5)
Weighting	25%
This assessment will be in the form of:	Multimodal Presentation

PLEASE READ BEFORE SIGNING

By signing below, I acknowledge that I am aware of the above assessment task and the rules regarding assessment tasks, including the necessity of a doctor's certificate or other documentation if a task is not attended or handed in on time.

I also acknowledge that I am in receipt of the assessment outcomes and marking criteria for this task.

<u>Student:</u>	<u>Signature:</u>	<u>Date Notification Received :</u>	<u>Date Task Was Submitted (Teacher Sign Off):</u>
Jasmin Briggs			
Jasmine Cuell			
Madison Findlater			
Allan Johnson			
Christian Miller			
Philippa Schoupp			
Brandon Tevaga			
Christian Whalan			

Planning Scaffold for Task Completion

Planning Stage:

Research and Note-taking (Days 1-2):

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- Conduct research on the motif of "the other" in "The Tempest" and "Hag-Seed."
- Take detailed notes on key themes, characters, and scenes related to the motif.
- Gather relevant quotes and textual examples for analysis.

Outline and Structure (Day 3):

- Develop a clear outline for your podcast, including segments, subtopics, and key points to cover.
- Determine the order of discussion and transitions between segments.
- Ensure a balanced and coherent structure that flows logically from one point to the next.

Scriptwriting Stage:

Drafting the Script (Days 4-5):

- Write a first draft of your podcast script, following the outline and incorporating your research and analysis.
- Focus on clarity, coherence, and engaging language to maintain listener interest.
- Include transitions and cues for sound effects or music where appropriate.

Editing and Revising (Day 6):

- Review your first draft for clarity, accuracy, and relevance to the assessment task.
- Revise the script for conciseness and coherence, eliminating any unnecessary or repetitive content.
- Ensure that each segment contributes to the overall argument and theme of the podcast.

Revision Stage:

Peer Review (Day 7):

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- Share your script with a peer or classmate for feedback.
- Consider their suggestions for improving clarity, argumentation, and engagement.

Final Editing (Day 8):

- Incorporate feedback from peer review into your script.
- Make final edits for grammar, punctuation, and style.

Recording and Production (Days 9-10):

- Record your podcast according to the finalized script.
- Edit the recording to improve audio quality and remove any mistakes or pauses.
- Add sound effects or music to enhance the listening experience, if desired.

Completion Stage:

Submission (Day 10):

- Submit your completed podcast for assessment, following any specific guidelines provided by your teacher.
- Ensure that your submission meets the required duration and content criteria outlined in the assessment task.

Suggested Structure for Podcast

Podcast Title: Texts in Conversation

Introduction (0:00-0:30):

- Introduce the podcast and its purpose.
- Briefly introduce William Shakespeare and Margaret Atwood as authors.
- Outline the focus of the podcast: discussing the motif of "the other" in their works, "The Tempest" and "Hag-Seed."

Segment 1: Introduction to "The Tempest" (0:30-1:30):

- Provide a brief overview of "The Tempest," including its genre, themes, and context.
- Discuss how the motif of "the other" is portrayed in the play, focusing on characters like Caliban, Miranda and Ariel.
- Highlight key scenes or quotes that exemplify the theme.

Segment 2: Introduction to "Hag-Seed" (1:30-2:30):

- Provide a brief overview of "Hag-Seed," including its connection to "The Tempest" as a retelling.
- Discuss how Margaret Atwood reimagines the motif of "the other" in her adaptation.
- Highlight key differences in context and representation compared to the original play.

Segment 3: Comparative Analysis (2:30-5:30):

- Discuss similarities and differences in the representation of "the other" in both texts.
- Analyse how changes in context (time, societal norms, cultural background) influence the portrayal of this motif.
- Use specific examples from each text to support your analysis.

Segment 4: Reflecting on the Relationship (5:30-6:30):

- Reflect on the questions raised by the relationship between "The Tempest" and "Hag-Seed."
- Evaluate how this intertextual dialogue enriches the understanding of both texts and the motif of "the other."

Conclusion (6:30-7:00):

- Summarise the key points discussed in the podcast.
- Reinforce the importance of considering context in understanding and interpreting texts.
- Thank the listeners for tuning in.

Closing Remarks (7:00-7:30):

- Encourage listeners to explore the works of Shakespeare and Atwood further.
- Mention any upcoming episodes or topics for the podcast.

Additional Notes:

- Use a conversational tone throughout the podcast to engage listeners.
- Incorporate sound effects or music to enhance the listening experience.
- Provide a bibliography or recommended reading list for listeners who want to delve deeper into the topic.

<https://learn.g2.com/free-podcast-editing-software#podcastle>

Example Podcast Script- Note Your script will be far more detailed.

Title: Texts in Conversation

Introduction (0:00-0:30):

[Host]: Welcome to Texts in Conversation, where we explore the connections between literary works across time and space. Today, we're diving into the motif of "the other" in William Shakespeare's "The Tempest" and Margaret Atwood's "Hag-Seed."

[Host]: I'm your host [Your Name], and joining me for this discussion are William Shakespeare and Margaret Atwood.

Segment 1: Introduction to "The Tempest" (0:30-1:30):

[Shakespeare]: "The Tempest" is a play that explores themes of power, colonization, and identity. The character of Caliban, for instance, embodies the concept of "the other," being a native inhabitant of the island.

[Shakespeare]: Ariel, on the other hand, represents a different kind of "other," being a supernatural being enslaved by Prospero.

[Atwood]: In "Hag-Seed," I reimagined these characters in a modern context, reflecting on issues of incarceration and social marginalization.

Segment 2: Introduction to "Hag-Seed" (1:30-2:30):

[Atwood]: "Hag-Seed" is a retelling of "The Tempest" set in a prison, where the protagonist, Felix, stages a production of the play with inmates.

[Atwood]: Through this adaptation, I wanted to explore themes of justice, forgiveness, and the impact of art on society.

Segment 3: Comparative Analysis (2:30-5:30):

[Host]: How do you both feel about the changes in context and representation of "the other" in each text?

[Shakespeare]: I think it's fascinating how "Hag-Seed" brings a contemporary perspective to the themes of "The Tempest," shedding light on issues that are still relevant today.

[Atwood]: Absolutely. By setting the story in a prison, I was able to explore the concept of "otherness" in a new and thought-provoking way.

Segment 4: Reflecting on the Relationship (5:30-6:30):

[Host]: What do you hope readers or audiences take away from the relationship between "The Tempest" and "Hag-Seed"?

[Shakespeare]: I hope it encourages them to think about how context shapes our understanding of literature and society.

[Atwood]: And I hope it sparks conversations about justice, power, and the role of art in challenging dominant narratives.

Conclusion (6:30-7:00):

[Host]: Thank you, William Shakespeare and Margaret Atwood, for joining us today. And thank you to our listeners for tuning in to Texts in Conversation.

Closing Remarks (7:00-7:30):

[Host]: Join us next time as we continue to explore the rich tapestry of literature and its timeless themes. Until then, keep reading, keep questioning, and keep listening.

Recommended Reading

"The Tempest" by William Shakespeare - The original play is essential reading to understand the portrayal of "the other," particularly through characters like Caliban and Ariel.

"Hag-Seed" by Margaret Atwood - Reading Atwood's modern adaptation of "The Tempest" will offer a contemporary perspective on the themes of the original play.

"Caliban and the Witch" by Silvia Federici - This book offers a feminist reading of "The Tempest," exploring themes of colonialism, capitalism, and the construction of gender roles.

"The Colonial Rise of the Novel" by Firdous Azim - This book discusses the role of colonialism in shaping the development of the novel as a literary form, which could provide useful context for analysing both "The Tempest" and "Hag-Seed."

"Negotiating the Self: Identity, Sexuality, and Colonialism in "The Tempest" by Patricia Hill Collins - This article examines how colonialism and identity are represented in "The Tempest," offering a scholarly perspective on the motif of "the other."

"Margaret Atwood: The Robber Bride, The Blind Assassin, Oryx and Crake" edited by J. Brooks Bouson - This collection of critical essays on Atwood's works could provide insights into her approach to storytelling and themes of otherness.

"Shakespeare's Tempest and the Discourse of Colonialism" by Francis Barker and Peter Hulme - This essay explores the colonial themes in "The Tempest" and could provide a theoretical framework for analysing the motif of "the other."