Self-directed Clarifying Activity – Assessment Type 1: Text Analysis – Macbeth

Purpose: The purpose of this activity is to support teachers to interpret and apply performance standards consistently to students' work in Stage 1 English.

1. **Please use the following Stage 1 English performance standards to determine a grade for the student work sample on pages 5 and 6.**

   Please note: grades are determined by considering whether evidence of learning demonstrates the specific features predominantly within a particular grade e.g. a B grade level work sample should demonstrate assessment design criteria specific features predominantly at the B grade band.

2. **Record your assessment decision by holding the 'Ctrl' key and clicking here.**
   Please note: recording an assessment decision will prompt your computer to download an annotated version of the student response.

3. **Use the annotated performance standards and student work sample to compare your interpretation of the performance standards and recalibrate your assessment decision (if necessary).**

Performance Standards for Stage 1 English

	Knowledge and Understanding	Analysis	Application	Communication
A	Detailed knowledge and understanding of the ideas, values, and beliefs in familiar and unfamiliar texts. Knowledge and understanding of the ways in which the creators and readers of familiar and unfamiliar texts use a range of language techniques and conventions to make meaning. Comprehensive knowledge and understanding of the ways in which familiar and unfamiliar texts are composed for a range of purposes and audiences.	Analysis of complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar and unfamiliar texts. Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar contexts.	Use of a range of sophisticated language skills to analyse and solve simple and complex problems, and to demonstrate creativity. Detailed and appropriate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. Location, recording, analysis, use, and synthesis of knowledge relevant to familiar and unfamiliar contexts.	Fluent and precise writing and speaking. Use of appropriate style and structure for a range of mainly unfamiliar audiences and for varied purposes.
B	Knowledge and understanding of some ideas, values, and beliefs in familiar, and some unfamiliar, texts. Knowledge and understanding of the ways in which the creators and readers of mainly familiar texts use some language techniques and conventions to make meaning. Knowledge and understanding of the ways in which mainly familiar texts are composed for some purposes and audiences.	Analysis of some complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar, and some unfamiliar, texts. Analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar, and some unfamiliar, contexts.	Use of a range of language skills to solve simple and complex problems, and to demonstrate creativity. Use of evidence from texts to support conclusions, with textual references incorporated in responses. Location, recording, analysis, use, and occasional synthesis of knowledge relevant to mostly familiar contexts.	Mostly fluent and precise writing and speaking. Use of appropriate style and structure for a range of mostly familiar audiences and purposes.
C	Knowledge and understanding of some simple ideas, values, or beliefs in familiar texts (e.g. identifies relevant information from a range of written texts). Knowledge and understanding of a number of ways in which the creators and readers of a narrow range of familiar texts use some language techniques and conventions to make meaning (e.g. reads a range of texts, noting key differences of presentation and layout). Knowledge and understanding of the ways in which familiar texts are composed for familiar purposes and audiences (e.g. identifies purpose and audience of texts).	Analysis of simple connections between personal experiences, ideas, values, and beliefs, and those explored in familiar texts (e.g. explicitly connects new ideas/information with own knowledge, using techniques such as anecdotes and analogies). Descriptive analysis of a number of ways in which authors use language techniques to influence opinions and decisions in familiar contexts (e.g. recognises that the author selects the structure of a text to serve a particular purpose).	Use of language skills to solve routine problems in familiar contexts or to demonstrate creativity (e.g. writes a short formal letter, outlining instructions for a particular purpose such as closing a bank account). Competent use of evidence from texts to support conclusions (e.g. reads short, simple narrative of choice and discusses how text reflects author's opinion). Location, recording, and occasional analysis and use of knowledge relevant to a familiar context (e.g. reads and interprets diagrammatic/graphic texts that are unambiguously presented).	Generally fluent and functional writing and speaking. Use of an appropriate style and structure for familiar audiences and purposes (e.g. produces a range of familiar text types, with appropriate structures; uses vocabulary with increasing precision to show how words carry particular shades of meaning).
D	Identification of some simple ideas, values, or beliefs in some familiar texts. Knowledge and understanding of some of the ways in which the creators and readers of a narrow range of familiar texts use language techniques and conventions to make simple or factual meaning. Knowledge of the ways in which familiar texts are composed for personally relevant purposes and familiar audiences.	Reference to simple connections between uncomplicated personal experiences, ideas, values, and beliefs, and those explored in familiar texts. Reference to some ways in which authors of familiar texts use language techniques to influence opinions and decisions in familiar contexts.	Use of a restricted range of language skills to solve simple problems in familiar contexts or to demonstrate some creativity. Some use of evidence from familiar texts to support conclusions. Location, recording, and use of factual knowledge relevant to a familiar context.	A level of fluency in writing and speaking in personally relevant situations. Use of appropriate style and structure for a narrow range of familiar audiences and purposes.
E	Identification of a simple idea in a highly familiar text. Knowledge and understanding of the way in which a creator or reader of a highly familiar text uses a language technique or convention to make factual meaning. Knowledge of the ways in which highly familiar texts are composed for personally relevant purposes and highly familiar audiences.	Recognition of a simple connection between a straightforward personal experience, idea, value, or belief, and that explored in a highly familiar text. Reference to the way in which an author uses language techniques to influence opinions and decisions in a highly familiar context.	Use of a restricted range of language skills to solve simple problems in highly familiar contexts or to demonstrate creativity. Some use of evidence from highly familiar texts to support a simple conclusion. Location, recording, or use of factual knowledge relevant to a highly familiar context.	Beginning of development of fluent writing and speaking in personally relevant situations. Use of appropriate style and structure for a narrow range of highly familiar audiences and purposes.

YEAR 11 ASSESSMENT TASK

MACBETH

Choose ONE of the following essay questions. Answer it using formal essay writing technique. Make sure you include close reference to the play in your answer.

Maybe 1. 'What transforms both Macbeth and Lady Macbeth into tragic figures is that they both have consciences.' Discuss with close reference to the play.

Maybe 2. To what extent is Lady Macbeth responsible for the evil deeds of her husband? Include close reference to the play in your answer.

No 3. To what extent is Macbeth responsible for his own downfall? Include close reference to the play in your answer.

No 4. Is 'this dead butcher and his fiend-like queen' an accurate description of Macbeth and Lady Macbeth? Explain your answer with close reference to the play.

MAKE SURE YOU INDICATE WHICH QUESTION YOU HAVE CHOSEN!

GOOD LUCK!

- Due 24th August!

- 800 words

Student Work Sample

Question-To what extent is Lady Macbeth responsible for the evil deeds of her husband?

Not a great sentence.

Should be present tense!

The extent Lady Macbeth plays in her husband's evil deeds is only partially. When she quoted "look like the innocent flower but be the serpent under't" this shows you into her mind and what she is thinking, it also shows you how she will act for the rest of the play. The murders are influence by the witches, Lady Macbeth and Macbeth. The witches because bring prospects into Macbeths mind which make him react. Lady Macbeth since she persuaded Macbeth to kill Duncan after he said he wasn't going to anymore, she did this by playing on his manhood. Macbeth is the biggest influence to his evil deeds as he became greedy and started murdering people to protect himself from the truth of Duncan.

Use the quote!

Lady Macbeth is partially responsible for the death of King Duncan but Lady Macbeth has no further influence what so ever in all the other deaths her husband, Macbeth murdered. "We will proceed no further in this business" Macbeth changes his mind and doesn't want to kill the king, Duncan. "Letting 'I dare not' wait upon 'I would', like the poor cat I the adage" Lady Macbeth is forcing her husband to kill Duncan, Lady Macbeth calls her husband, Macbeth not a man, scared and soft which make him react by agreeing to kill Duncan. Lady Macbeth only encourages her husband to kill Duncan but she never did anything which included killing Duncan she let her husband, Macbeth do that, this shows that Lady Macbeth couldn't deal with her killing Duncan so she left her husband, Macbeth to do that. In the end Lady Macbeth is only partially responsible for her husband's evil deeds and Macbeth is mainly responsible for all the rest of the evil deeds.

Macbeth is responsible for all the murders because he was never forced to kill Duncan evening though he was getting a lot of pressure from his wife, Lady Macbeth. His actions were his own fault and throughout the play he began to dig a bigger whole for himself. For example when he killed Banquo, he betrayed his loyal and trustworthy friend who he has fought through battles with. Macbeth is the biggest extent to his evil deeds and not his wife, Lady Macbeth. Macbeth dug his on whole to fall into and from all the murders and cause and the people he killed he wouldn't have been able to climb out of it. *"My soul is too much charged with bloody of thine already"* Macbeth tells Macduff that he doesn't want to fight because he has killed to many innocent people already so he admits that he has committed to many evil deeds already.

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Another extent to Macbeth's evil deeds is the three witches because they started saying information to Macbeth and then he jumped to conclusion and started making the things happen. *"All hail, Macbeth!, hail to thee, Thane of Cawdor!"* one of the witches say this even though it hasn't happened yet and then when it does happen Macbeth starts to thing all the things the witches told them are going to come true and that he shall be the new king of Scotland. *"All hail, Macbeth, that shalt be king hereafter!"* one of the witches says to Macbeth how he will be king and then Macbeth starts to get greedy and thinks of how he is going to become king and this includes the killing of Duncan.

So in conclusion Lady Macbeth was only partially responsible for her husband's evil deeds. Macbeth was influence by her but in the end she never forced him to kill Duncan and after that death Macbeth ~keep~ killing which Lady Macbeth had no say in what so ever. Macbeth was also influenced by the three witches by them giving him ideas of what could happen in the future but Macbeth jumped to conclusion and made those happen so the witches had no say in the murders as well. But overall Macbeth was the biggest influence as he is the one

who that decided to faith of victims which he killed. Macbeth got to greedy and wanted to be king so ~he~ did whatever he could've to be king, even if that meant killing people along the way.

Finish in terms of question!