

Task 3: Dramatic Monologues

Due Date: Friday 29th of August, 2025 (by 3pm)

Task Distributed: Monday, 4th of August, 2025

Unit: Perspective and POV

Task Type: Dramatic Monologue (Verse)

Task Weighting: 20%

Outcomes:

EN5-ECA-01- crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01- uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Task Description

“In a time of deceit telling the truth is a revolutionary act.”

– George Orwell

Using the stimulus above, you are to compose a dramatic monologue (**300-500 words**) in VERSE form. You should consider the language features and structures of ONE of the dramatic monologues that we have studied in class and should use these as a basis for your own writing.

For this task you will be given AT LEAST TWO lessons in the Technology Centre to work on your dramatic monologue. In these lessons, your teacher may have an informal ‘check in’ with you to gauge your engagement with the writing process. This will also be done through your formative task in Week 5, where you will be expected to produce a draft of your verse.

The monologues that we have studied in this unit are;

- Robert Browning- *‘Porphyria’s Lover’*
- T S Eliot- *‘The Lovesong of J Alfred Prufrock’*
- Shane Koyzcan- *‘Odds Are’*

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

COMPOSE- Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

This assessment task must be submitted through Google Classroom; a post will be made to facilitate this. It is due on **Friday 29th of August 2025 (by 3pm)**. In order to complete this task to the best of your ability, use the checklist below;

- I have reviewed my notes on Perspective and Point of View. I have also reviewed the examples provided to me by my classroom teacher
- I have written a rough draft of my dramatic monologues and personal response; self-editing my writing for spelling, punctuation, grammar and syntax
- I have used designated class time to polish my response and discussed the progress of my writing with my teacher.
- I have submitted a draft of Part A by **5pm on Friday 22nd of August, 2025** for feedback from my teacher as a Formative Task; negotiating what kind of feedback I believe is appropriate for me through email or private comment
- I have submitted a final copy of PART A of this assessment task on Google Classroom by **Friday 29th of August, 2025 (by 3pm)**

To ensure academic integrity and honesty is maintained when completing this task, the following guidelines **MUST** be adhered to:

1. On the day this task notification is issued, a blank assessment document will be posted on Google Classroom for each student.
2. This document **MUST** be used when completing a draft.
3. When teacher feedback is returned, this document is to continue being used to develop the final piece. This allows the teacher to track changes and monitor the ongoing and recursive development of each student's writing.
4. Where necessary, if the above is not adhered to or any concerns are flagged, teachers will use professional judgement to investigate the authenticity of the submitted work in consultation with the Head Teacher and Deputy Principal.
5. As a part of this assessment task, students will be required to complete a Student Assessment Declaration. Students will declare that:
 - the submitted work is entirely their own and correctly referenced as appropriate;
 - that they have taken care to ensure their work can not be copied by others; and
 - that they understand that their teachers will analyse their submission to ensure the authenticity of their work.

Teacher Feedback and Student Self-Reflection

- The task will be returned to students with appropriate feedback after **TWO SCHOOL WEEKS**.
- At this time feedback including information on how to improve will be provided through marking criteria and a general comment.
- Students can clarify or seek further feedback by speaking with their teacher.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

The completion of this assessment task will translate into the following Semester One report outcomes-

- *Selects and uses precise and controlled language choices to present an engaging dramatic monologue.*

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Year 10 Creative Writing- Task 3

MARKING GUIDELINES

PART A: DRAMATIC MONOLOGUE

CONTENT MARKING CRITERIA	1	2	3	4	5
Ideas The extent to which the author presents perspective through authorial voice.	Minimal attempt to convey a perspective.	Attempts to present a perspective; voice is unclear.	Presents a singular perspective; voice is present but inconsistent.	Effectively presents a strong, singular perspective using authorial voice.	Skilfully presents a convincing, singular perspective using an effective authorial voice.
Language The author's ability to refine their use of verse conventions and poetic devices.	Minimal attempt to include elementary conventions of verse or poetic devices.	Attempts to include elementary conventions of verse and poetic devices.	Composes a response which includes basic conventions of verse and poetic devices.	Crafts a response which explores conventions of verse and poetic devices.	Crafts an engaging response which integrates a variety of conventions of verse and poetic devices.
Process of Writing The author's extent to which they engaged with the writing process.	Minimal attempt to engage with the writing process.	Engages with some aspects of the writing process to produce a monologue.	Engages with the writing process to develop, refine and publish a monologue.	Consistently engages with the writing process to develop, refine and publish an effective dramatic monologue.	Purposefully engages with the writing process to develop, refine and publish an evocative dramatic monologue.
GTHS Literacy Criteria	<i>Please be advised that the GTHS Literacy Criteria will be used in the marking of the assessment task. This criteria can be found over the page.</i>				

2025 GTHS Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation