



ASPLEY STATE HIGH SCHOOL

Year 11 – English Communication

NOVEL: TWO WEEKS WITH THE QUEEN

WRITTEN RESPONSE

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Teacher: \_\_\_\_\_

Due Date: \_\_\_\_\_

UNIT: Doing It Tough

LENGTH: 400 words total

TASK: To show your knowledge and understanding of ‘Two Weeks with the Queen’ through two of the following activities:

- ❖ Q1. is compulsory (200 words minimum).
- ❖ Q2. you have a choice, of **a. OR b.** (200 words minimum).

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**Q1.** Colin Mudford, the story’s narrator is a ‘real character’. Write about Colin. The following outline will help you do this:

- personal details/family background
- personality
- exploits
- special qualities and abilities
- attitude to people, life and events

**(200 words minimum)**

**Q2. a.** In some ways, this is a very sad story. However, the author is able to cleverly make the novel light-hearted and humorous. How has he done this? Think of

- events
- characters
- expression

to help you with this.

**OR**

**b.** Colin is often imagining the letters he would write to people. Imagine you are Colin and write one of these letters.

**(200 words minimum)**

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an ‘E’ standard. An incomplete in-class item will be awarded an “E-” unless the student receives an authorised extension/exemption through due process. Failure to submit this assessment will result in the student receiving a “NR- not rated” at the end of the semester.

**ENGLISH COMMUNICATION**  
CRITERIA AND STANDARDS SHEET

GENRE

SHORT WRITTEN RESPONSE

| A  | B  | C   | D   | E   |
|--|--|---|---|---|
| <b>Knowledge of contextual features</b>  |  |   |   |   |
| <ul style="list-style-type: none"> <li>Consistently using patterns and conventions of short response to achieve particular purposes.</li> <li>Selecting and synthesising relevant subject matter.</li> <li>Substantiating opinions with relevant evidence.</li> </ul>  | <ul style="list-style-type: none"> <li>Using patterns and conventions of short response to achieve particular purposes.</li> <li>Selecting sufficient, relevant subject matter.</li> <li>Supporting opinions with relevant evidence.</li> </ul>                    | <ul style="list-style-type: none"> <li>In the main, using patterns and conventions of short response to achieve particular purposes.</li> <li>Selecting relevant subject matter.</li> <li>Supporting opinions with some evidence.</li> </ul>  | <ul style="list-style-type: none"> <li>Unevenly using patterns and conventions of short response to achieve some purposes.</li> <li>Selecting some relevant subject matter.</li> <li>Supporting opinions with a little evidence.</li> </ul>               | <ul style="list-style-type: none"> <li>Using some conventions of short response.</li> <li>Selecting some subject matter.</li> <li>Stating opinions.</li> </ul>  |
| <b>Knowledge of textual features</b>   |  |   |   |   |
| <ul style="list-style-type: none"> <li>Consistently sequencing and organising subject matter.</li> <li>Using a range of suitable vocabulary.</li> <li>Maintaining control of paragraphing and most punctuation.</li> <li>Controlling conventional spelling.</li> </ul> | <ul style="list-style-type: none"> <li>Sequencing and organising subject matter.</li> <li>Using suitable vocabulary.</li> <li>Generally maintaining control of paragraphing and most punctuation.</li> <li>Generally controlling conventional spelling.</li> </ul> | <ul style="list-style-type: none"> <li>In the main, sequencing and organising subject matter.</li> <li>In the main, using suitable vocabulary.</li> <li>Lapses in Accuracy.</li> <li>In the main, controlling paragraphing and punctuation.</li> <li>Using conventional spelling with some lapses.</li> </ul> | <ul style="list-style-type: none"> <li>Unevenly sequencing and organising subject matter.</li> <li>Using basic vocabulary.</li> <li>Frequent lapses in paragraphing and punctuation.</li> <li>Making frequent lapses in conventional spelling.</li> </ul> | <ul style="list-style-type: none"> <li>Linking some ideas with conjunctions.</li> <li>Using a narrow range of basic vocabulary.</li> <li>Using some punctuation.</li> <li>Making frequent lapses in conventional spelling that impede understanding.</li> </ul> |
| <b>Knowledge and understanding of text</b>   |  |   |   |   |
| <ul style="list-style-type: none"> <li>Explaining/purposefully shaping representations of people, places, events and concepts in texts.</li> </ul>   | <ul style="list-style-type: none"> <li>Describing/shaping representations of people, places, events and concepts in texts.</li> </ul>  | <ul style="list-style-type: none"> <li>Identifying/unevenly shaping representations of people, places, events and concepts in texts.</li> </ul>   | <ul style="list-style-type: none"> <li>Sometimes identifying/shaping representations of people, places events and concepts in texts.</li> </ul>   | <ul style="list-style-type: none"> <li>Occasionally recognising/shaping representations of people, places, events and concepts in texts.</li> </ul>   |

COMMENTS: \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

TEACHER'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

RESULT:

