

THEORY BOOKLET

NAME:.....

YEAR 11
ADVANCED
ENGLISH

TERM 1, 2017

AREA OF STUDY: DISCOVERY

1300 008 008

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TABLE OF CONTENTS

LESSON 1: THE CONCEPT OF DISCOVERY	9
1. SENIOR ENGLISH HOMEWORK STRUCTURE.....	10
2. INTRODUCTION TO ADVANCED ENGLISH	11
3. WHAT IS DISCOVERY?	12
4. ANALYSING TEXTS	15
5. THE EUROPEAN 'AGE OF DISCOVERY'	17
6. SKILLS: MAKING LINKS TO THE RUBRIC	21
7. HOMEWORK ASSESSMENT ONE.....	25
LESSON 2: THE READING TASK	27
1. RESPONDING TO UNSEEN TEXTS	28
2. ANALYSING VISUAL TEXTS.....	30
<input type="checkbox"/> Ideas Relating To Discovery	30
<input type="checkbox"/> Techniques that Convey Ideas about Discovery	32
3. ANALYSING PROSE	35
<input type="checkbox"/> Encountering Richard Parker	35
<input type="checkbox"/> Pi and the Sea	38
4. HOMEWORK ASSESSMENT TWO	41
LESSON 3: THE WRITING TASK	51
1. CREATIVE WRITING AND YOUR AREA OF STUDY	52
2. NARRATIVE COHESION	54
<input type="checkbox"/> Purpose	54
<input type="checkbox"/> Mood and Tone.....	56
<input type="checkbox"/> Symbolism	57
3. EXPLORING CREATIVE WRITING	58
<input type="checkbox"/> A Terrible Discovery (2011)	58
<input type="checkbox"/> Nausea (2013).....	60
4. CREATIVE COMPOSITION	63
5. HOMEWORK ASSESSMENT TWO	67
6. INDEPENDENT LEARNING MODULE: NARRATIVE COHESION (CONTINUED) ..	74
<input type="checkbox"/> Structure	74
<input type="checkbox"/> Characterisation and Dialogue.....	75
7. APPENDIX: CREATIVE WRITING EXEMPLAR	80
LESSON 4: ANALYSING YOUR PRESCRIBED TEXT	85
1. WHAT IS A PRESCRIBED TEXT?.....	86
2. THE OPENING OF MOONRISE KINGDOM.....	87
3. STYLE AND SETTING IN MOONRISE KINGDOM.....	91
<input type="checkbox"/> Style and Wes Anderson.....	91
<input type="checkbox"/> New Penzance.....	93

4. SUZY AND SAM – A LIKELY COUPLE?	95
5. HOMEWORK ASSESSMENT THREE	100
LESSON 5: NEW WORLDS AND VALUES IN MOONRISE KINGDOM	105
1. ISOLATION AND DISCOVERY	106
<input type="checkbox"/> New Penzance and Isolation	109
<input type="checkbox"/> Sam and Suzy – Isolated, Yet Together	110
2. CONFRONTATION AS DISCOVERY	112
3. SKILLS: USING TEXTUAL EVIDENCE	114
4. HOMEWORK ASSESSMENT THREE	117
5. INDEPENDENT LEARNING MODULE: PREPARING FOR YOUR AOS ESSAY ...	121
LESSON 6: MOONRISE KINGDOM AND THE BILDUNGSROMAN	125
1. ROMANTIC AND SEXUAL DISCOVERIES IN MOONRISE KINGDOM	126
<input type="checkbox"/> Marriage and the Bildungsroman	130
2. THE DÉNOUEMENT OF MOONRISE KINGDOM	132
3. SKILLS: USING TEXTUAL EVIDENCE	138
4. HOMEWORK ASSESSMENT FOUR	140
LESSON 7: ANALYSING YOUR RELATED MATERIAL	143
1. PREPARING YOUR RELATED MATERIAL	144
2. WRITING AN INTRODUCTION	151
<input type="checkbox"/> The Thesis Statement	152
<input type="checkbox"/> The Thematic Framework	153
<input type="checkbox"/> A Statement about the Rubric	154
<input type="checkbox"/> Now, it's Your Turn!	155
3. HOMEWORK ASSESSMENT FOUR	157
LESSON 8: THE EXTENDED RESPONSE	159
1. WRITING A CONCLUSION	160
2. ESSAY WRITING WORKSHOP	162
3. TOPIC TEST PREPARATION FOR LESSON NINE	170
4. GLOSSARY OF NARRATIVE TECHNIQUES	171
5. GLOSSARY OF VISUAL TECHNIQUES	181
6. GLOSSARY OF FILM TECHNIQUES	184
<input type="checkbox"/> General Film Terminology	184
<input type="checkbox"/> Camera Work - Shot Sizes	185
<input type="checkbox"/> Camera Work - Camera Movement	187
<input type="checkbox"/> Camera Work - Camera Angles	188
<input type="checkbox"/> Editing Techniques	190
<input type="checkbox"/> Lighting	191
<input type="checkbox"/> Colour	192

PLAGIARISM POLICY

WHAT IS PLAGIARISM?

“Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.”¹

Plagiarism includes:

- Copying and pasting information from the internet
- Using the ideas of others as if they were your own
- Copying and pasting information from the internet, then changing the words.

WHY DOES PLAGIARISM MATTER?

- Because it is cheating. It is unethical and dishonest. It is stealing other people’s ideas
- Because you are not developing the skills and knowledge that are important for your learning development and life ahead
- Because authors own their own words and ideas
- Because there are penalties.

ASSESSMENTS GIVE STUDENTS OPPORTUNITIES:

- to research deeply
- to connect with different points of view
- to learn how to develop a personal point of view and to express it clearly.

If you are plagiarising, you are not gaining any deep knowledge.

UNINTENDED PLAGIARISM can happen when students are unaware of what plagiarism is or don't know or understand that they are plagiarising. The following scenarios are examples of unintended plagiarism:

- the student failed to include reference details when making notes
- the student left out the reference in their assignment by mistake
- the student incorrectly referenced the material
- the student really believed that the work produced was original.

¹ New South Wales, Board of Studies, 2006: <http://studentsonline.bos.nsw.edu.au/go/assessment/>

INTENDED OR DELIBERATE PLAGIARISM means that a student has decided to cheat. Intended plagiarism is when a student has chosen to:

- quote, paraphrase or summarise words or ideas or copy tables, graphs etc, while also choosing not to provide a reference to show where the original ideas, words or data came from
- copy or use another student's work, and submit it as their own work
- submit an assignment which has been written for them by someone else
- submit an assignment which has been downloaded from the internet.

HOW CAN YOU AVOID PLAGIARISM?

- Providing a reference list, which shows where you have found your information
- Using footnotes where you cite your sources
- Writing a bibliography
- Use quotation marks around text which comes directly from another written source

WHAT ARE THE CONSEQUENCES FOR ENGAGING IN PLAGIARISM?

Plagiarism is a form of academic dishonesty and Matrix Education treats each case of plagiarism with the seriousness that it deserves. If a teacher detects plagiarism, they will inform the student of the situation. The assessment in question will be awarded a mark of 0. If a student engages in multiple instances of plagiarism, the academic coordinator will be informed and the parents of the student contacted. Plagiarism in the HSC can result in failure in an assessment task or exam. Plagiarism at university can result in expulsion from a degree and the university. Plagiarism does not represent academic excellence or the approach to deep, and critical, learning that Matrix seeks for all its students. A pattern of plagiarism may result in being disenrolled from Matrix Education.

ENGLISH (ADVANCED) OBJECTIVES (BOSTES)

Objectives are general statements, organising the more specific learning goals contained in the English (Advanced) outcomes.

Students will develop knowledge and understanding of:

- The purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts
- The ways language forms and features, and the structures of texts shape meaning in a variety of textual forms.

Students will develop skills in:

- Responding to and composing a range of complex texts.
- Effective communication at different levels of complexity.
- Independent investigation, individual and collaborative learning.
- Imaginative, critical and reflective thinking about meaning.
- Reflection as a way to evaluate their processes of composing, responding and learning.

Students will come to value and appreciate:

- The role of language in developing positive interaction and cooperation.
- Their developing skills as users of English
- The pleasure and diversity of language and literature.
- The role of language and literature in their lives.
- The study and use of English as a key to learning.
- Reflection on their own processes of responding, composing and learning.
- English as a language of communication and culture
- Appropriateness, subtlety and aesthetics in language use.

STRUCTURE AND PURPOSE OF THE THEORY BOOK

The Year 11 English Theory Book is designed to be used for both learning and studying. Due to the conceptual density of the content required for Year 11 English Advanced, this course presupposes your personal engagement with the content both in class and in your own time.

It is assumed that you will have already read / watched your texts prior to the first lesson. If you have yet to finish reading your texts, then it is in your best interests to complete this as soon as possible so that you can effectively engage with the concepts that will arise throughout the course.

There are independent learning modules included at the end of a number of lessons – these are designed to take your study of the texts into more depth in your own time. You can use these modules to further your understanding of the texts and to bring additional knowledge of specialist techniques into your extended responses.

Your teacher will make decisions on what content to prioritise from each lesson to best help you in your understanding of both the syllabus requirements, which concepts to focus on, and the writing tasks to complete during the lesson. Depending on the progress of your class through the Theory Book, you may find that not all the lesson content set will be covered in class. The lessons are designed to contain more content for your benefit. If content is not covered in class, the layout of the Theory Book is designed to facilitate your independent learning with space provided to answer focus questions and complete comparative tasks.

The contents of the Theory Book can be used in conjunction with English Workshops to extend your learning, as you may wish to complete certain sections of content with the aid of one of our English Tutors.

THEORY BOOKLET

NAME:.....

**YEAR 11
ADVANCED
ENGLISH**

AREA OF STUDY: DISCOVERY

**LESSON 1: THE CONCEPT OF
DISCOVERY**

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1. SENIOR ENGLISH HOMEWORK STRUCTURE

Over the course of this term you are required to complete four Homework Assessment Tasks. Pay close attention to when these assessments are due.

Homework Assessment One is due in Lesson Two. This means you have one week to complete to the set task. This first task is important to complete because it will allow you to engage with the concepts central to Year 12 English and is an opportunity to gain timely feedback from your teacher.

Homework Assessment Two, Three, and Four are more substantial tasks that are to be completed within two weeks. This allows you time to work on your response in the first week and seek informal feedback from your teacher and the English Tutors prior to submission of the work in the second week.

Advanced English is a demanding course. These larger assessments are designed to allow you to refine, edit, and polish your work prior to submission. By working steadily on your assessment tasks, and seeking regular feedback, you will develop the study habits that will lead to success in the HSC.

ASSESSMENT	DUE	TIME TO COMPLETE ASSESSMENT
Homework Assessment One	Lesson 2	One Week
Homework Assessment Two	Lesson 4	Two Weeks
Homework Assessment Three	Lesson 6	Two Weeks
Homework Assessment Four	Lesson 8	Two Weeks
Topic Test	Lesson 9	IN CLASS!

2. INTRODUCTION TO ADVANCED ENGLISH

The Area of Study is the first of four topics you will study in Advanced English. The Area of Study requires you to explore how ONE concept has been represented in and through these texts. Students sitting the HSC exam between 2015 and 2020 will be focusing on 'Discovery'.

There are three sections in the Area of Study: Discovery HSC exam. The paper runs for two hours, and each section is worth 15 marks – this means that you should spend approximately 40 minutes on each section. The three sections of the paper are:

THE READING TASK

In this section, you will be given a series of unseen texts and will be expected to answer questions relating to each of them. These texts will use a variety of language modes, forms and features, and will often be connected through a united theme or idea about discovery.

THE WRITING TASK

In this section, you will be given one or more stimuli to use as the basis for a creative response that explores ideas about discovery. This section usually, but not always, requests you to write a short story.

THE EXTENDED RESPONSE

The last section of the AOS: Discovery exam requires you to write an essay that explores ways in which discovery can be represented using ONE prescribed text (which you will study at school) and AT LEAST ONE related text (of your own choosing).

This course is designed to develop your understanding of the concept of discovery, and prepare you for all three sections of the Area of Study: Discovery exam. Lesson One will focus on the concept of discovery in general, while Lessons Two and Three will focus on the Reading and the Writing Task respectively. The next five lessons will develop your skills in essay writing, as well as text analysis, through a study of the prescribed text *Moonrise Kingdom* (dir. Wes Anderson, 2012).

3. WHAT IS DISCOVERY?

CLASS DISCUSSION

What is a discovery? In what ways can we discover something?

The Board of Studies outlines its own definition of discovery in the Area of Study: Discovery rubric. This rubric is highly important, as it sets the framework and expectations for the Area of Study – all of the questions in the Area of Study HSC exam will be taken from this outline.

Consider the rubric below. As you read, highlight phrases that you do not understand and discuss them with the class afterwards.

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals' or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas.

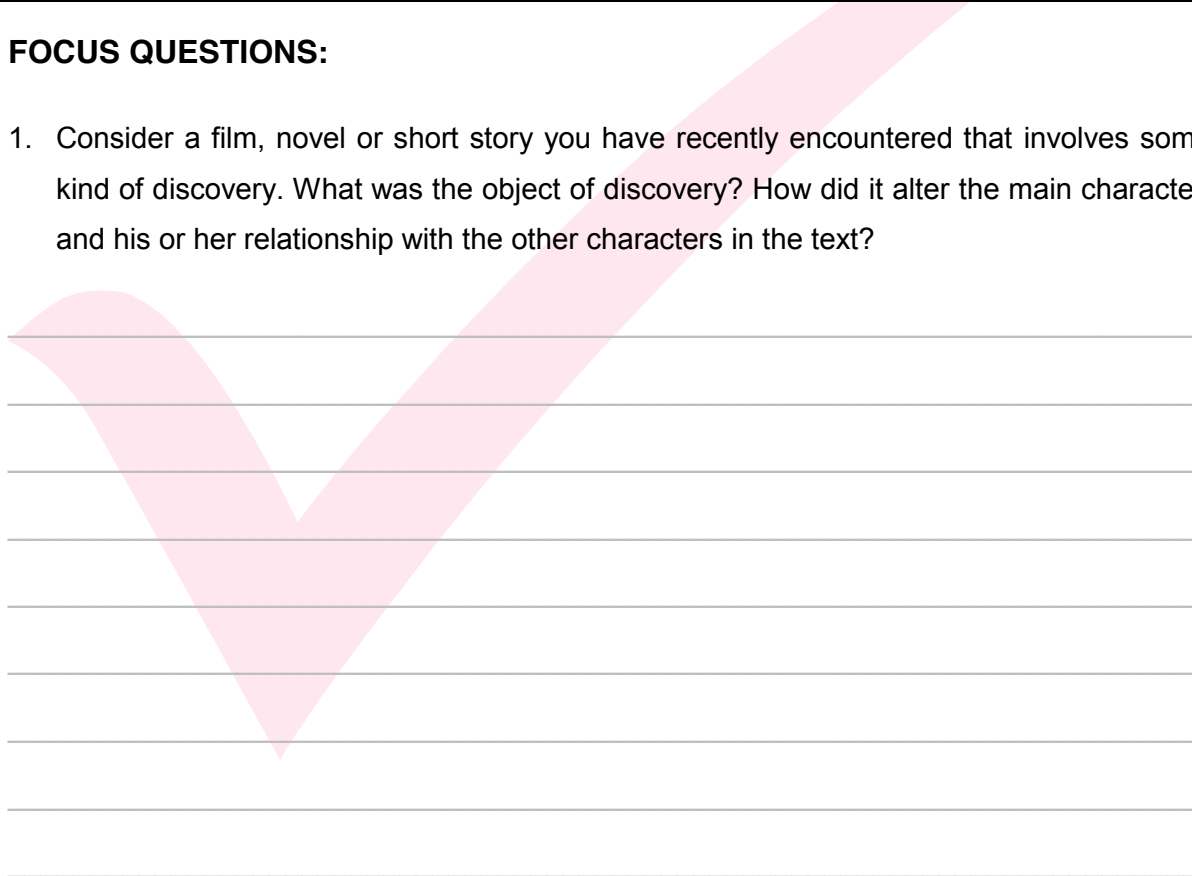
By synthesising perspectives, students may deepen their understanding of the concept of discovery.

Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

Source: English Stage 6 Prescriptions, Higher School Certificate, 2015-2020

FOCUS QUESTIONS:

1. Consider a film, novel or short story you have recently encountered that involves some kind of discovery. What was the object of discovery? How did it alter the main character, and his or her relationship with the other characters in the text?



2. Choose ONE statement about discovery from the rubric above. Consider an experience you have recently had that relates to that kind of discovery. What were the implications of this discovery?

This rubric outlines the different 'types' of discovery that could be explored in this unit. The rubric also summarises the Area of Study more broadly.

In their responses and compositions, students examine, question, and reflect and speculate on:

- their own experiences of discovery
- the experience of discovery in and through their engagement with texts • assumptions underlying various representations of the concept of discovery
- how the concept of discovery is conveyed through the representations of people, relationships, societies, places, events and ideas that they encounter in the prescribed text and other related texts of their own choosing
- how the composer's choice of language modes, forms, features and structure shapes representations of discovery and discovering
- the ways in which exploring the concept of discovery may broaden and deepen their understanding of themselves and their world.

Source: English Stage 6 Prescriptions, Higher School Certificate, 2015-2020

4. ANALYSING TEXTS

There are five key questions that you should ask when analysing a text for discovery:

- What type of discovery is it? (Examples may include physical, emotional, spiritual, scientific, self, and historical.)
- What are the consequences of the discovery?
- How is the experience of, and attitude towards, the discovery influenced by context?
- How can we, the responder, discover through the text?
- How is discovery represented in the text?

Let's apply these questions to the opening scene of the 1981 film *Raiders of the Lost Ark* (dir. Steven Spielberg). *Raiders of the Lost Ark* is arguably the most popular and well-received film about archaeology in the twentieth century, and so is a valuable text to analyse in terms of the ways in which it represents discovery.

In the following scene, archaeologist Indiana Jones and his guide Satipo discover an idol within a booby-trapped temple in Peru. As you watch, keep the Area of Study rubric in mind and consider the different types of discovery that appear within the scene.

MEDIA VIEWING: *Raiders of the Lost Ark* (1981) – Opening Scene (6:12-9:08)

CLASS DISCUSSION

What types of discovery are represented in this scene?

What are the consequences of these discoveries?

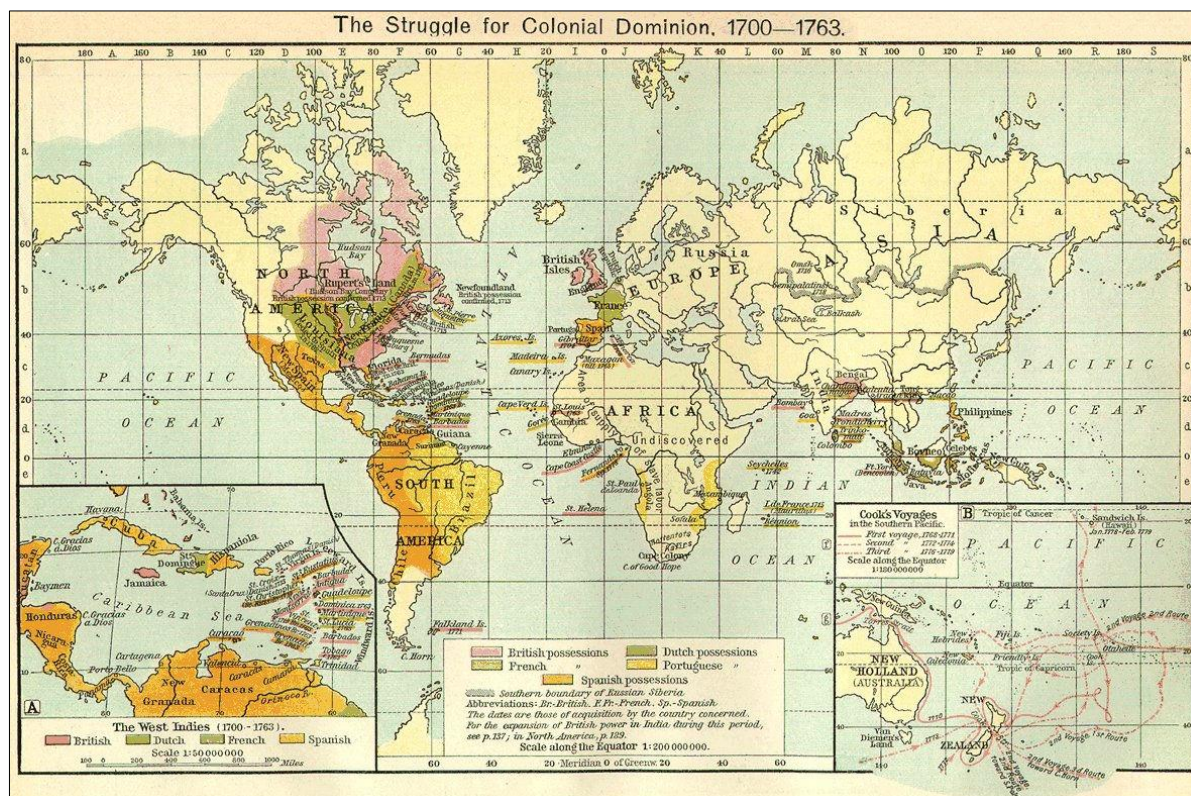
How is the experience of these discoveries influenced by context? In other words, is context important for these discoveries?

What does the responder discover when watching this scene?

How is discovery represented in the scene?

In an essay, you would be expected to analyse your texts through this framework, making an argument about what kinds of discoveries occur in your text, and what the implications of these are for the characters and the responder. Additionally, you would be required to support your argument using textual evidence (that is, *dramatic, visual, poetic, film and/or narrative techniques*).

5. THE EUROPEAN 'AGE OF DISCOVERY'



The European 'Age of Discovery', a period of geographic inquiry from the 15th to the 17th centuries, dramatically altered the European's knowledge of the world. One very important 'discovery' during this period was America. The continent was 'discovered' in the 15th century by a group of European explorers, the most famous of which was Christopher Columbus. The land was already inhabited by millions of people who had, over tens of thousands of years, established a number of civilisations. The Native Americans had a way of life which was drastically different from the European way; the European settlers could not embrace the customs of the Native Americans, and violent conflicts erupted as the value systems of the two civilisations clashed.

The opening scene from *Raiders of the Lost Ark* demonstrated that more than one type of discovery can occur on a journey. In this section, we will see that even when physical discoveries are made, an individual's preconceived *values* and *attitudes* about the world can interfere with their ability to learn something meaningful – that is, an individual's personal discoveries may be limited by their perspective.

The first impressions of the Europeans who 'discovered' North America are well documented. One primary source is Christopher Columbus's letter to the treasurer of

Aragon, where he illustrates the first encounters between European explorers and Indigenous tribes.

Columbus, C. 1493. The Letter of Columbus to Luis De Sant Angel Announcing His Discovery – Extract

Hispaniola¹ is a marvel. Its hills and mountains, fine plains and open country, are rich and fertile for planting and for pasturage, and for building towns and villages. The seaports there are incredibly fine, as also the magnificent rivers, most of which bear gold. The trees, fruits and grasses differ widely from those in Juana². There are many spices and vast mines of gold and other metals in this island. They have no iron, nor steel, nor weapons, nor are they fit for them, because although they are well-made men of commanding stature, they appear extraordinarily timid. The only arms [weapons] they have are sticks of cane, cut when in seed with a sharpened stick at the end, and they are afraid to use these. Often I have sent two or three men ashore to some town to converse with them, and the natives came out in great numbers, and as soon as they saw our men arrive, fled without a moment's delay although I protected them from all injury.

FOCUS QUESTIONS:

1. What kinds of discovery can you identify in the extract above?

2. What is Columbus' attitude towards the Native Americans and their land? Give examples from the text to support your answer.

¹ *Hispaniola* an island in the Caribbean; the site of the first European settlement in the Americas founded by Christopher Columbus in 1492

² *Juana* officially called Cuba; another country claimed by Christopher Columbus in 1492

Columbus continues.

At every point where I landed and succeeded in talking to them, I gave them some of everything I had – cloth and many other things — without receiving anything in return, but they are a hopelessly timid people. It is true that since they have gained more confidence and are losing this fear, they are so unsuspecting and so generous with what they possess, that no one who had not seen it would believe it.

They never refuse anything that is asked for. They even offer it themselves, and show so much love that they would give their very hearts. Whether it be anything of great or small value, with any trifle of they would give their very hearts. I forbade worthless things being given to them, such as bits of broken bowls, pieces of glass, and old straps, although they were as much pleased to get them as if they were the finest jewels in the world.

One sailor was found to have got for a leathern strap, gold of the weight of two and a half castellanos³, and others for even more worthless things much more; while for a new blancas⁴ they would give all they had, were it two or three castellanos of pure gold or an arroba⁵ or two of spun cotton.

Columbus' letter provides a European perspective on the civilisation of the Americas; however, there are few corresponding documents by which we can verify the perspective of the Native Americans. As a consequence, it can be challenging to fully understand how the Native Americans responded to the arrival of the Europeans.

While Columbus acknowledges the generous spirit and ingenuity of the North Americans, the assessments of his fellow explorers and settlers were less kind. Watch the following video and take note of the first impressions other Europeans had of the indigenous people.

MEDIA VIEWING: How Was North America Settled Before European Colonisation?

³ *Castellano* a Spanish gold coin

⁴ *Blanca* a Spanish copper coin that contained traces of silver

⁵ *Arroba* a Spanish unit of weight, approximately 11kg

6. SKILLS: MAKING LINKS TO THE RUBRIC

This lesson, we have explored the concept of discovery in a series of texts by asking the following questions:

- What type of discovery is it? (Examples may include physical, emotional, spiritual, scientific, self, and historical.)
- What is the impact of the discovery?
- How is the experience of, and attitude towards, the discovery influenced by context?
- How can we, the responder, discover through the text?
- How is discovery represented in the text?

These questions are designed to break down your text into manageable ideas about discovery. Once you have answered these questions for the text you are studying, it is worth making links to the rubric to ensure you are analysing your text appropriately.

Consider the following extract of the rubric we looked at earlier in the lesson. Highlight any phrases in the rubric that you think apply to the two texts we have studied this lesson – the opening scene of *Raiders of the Lost Ark*, and 'The Letter of Columbus to Luis De Sant Angel Announcing His Discovery'.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals' or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas.

Source: English Stage 6 Prescriptions, Higher School Certificate, 2015-2020

Use the table below to create notes on the rubric and its links to the two texts you have studied in this lesson. In some cases, phrases from the rubric have been provided for you, whilst in others you are required to choose the rubric link yourself. An example has been provided for you.

TEXT ONE – RAIDERS OF THE LOST ARK

RUBRIC LINK	EVIDENCE
Discoveries...can emerge from a process of deliberate and careful planning...	As an archaeologist, Jones spends much of his time researching and planning for the discoveries he makes. When he discovers the Peruvian idol, he is not surprised; instead, he knows how to avoid booby traps in order to access the idol, demonstrating that, for an archaeologist, discoveries must emerge from careful planning if they are to succeed.
Discovery can encompass ... rediscovering something that has been lost, forgotten or concealed.	

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TEXT TWO – THE LETTER OF COLUMBUS TO LUIS DE SANT ANGEL ANNOUNCING HIS DISCOVERY

RUBRIC LINK	EVIDENCE
<p>Discoveries ... can lead us to new worlds and values...</p>	

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7. HOMEWORK ASSESSMENT ONE

YEAR 11 CRITICAL WRITING MARKING CRITERIA

	Band 6 14-15 marks	Band 4-5 10-13 marks	Band 3-4 5-9 marks	Band 1-2 <5 marks
Thesis	2.5 Strong engagement with question using an original thesis.	2 An engaging thesis that shows evident consideration of question.	1 A general thesis that shows some regard for the question.	0.5 Thesis may not be discernible or does not address the question.
Originality	2.5 Interesting and original ideas which show evidence of wide reading.	2 Original thinking is evident throughout, but some ideas require more development.	1 Some evidence of original thinking, but there may be a strong reliance on information from class.	0.5 Relies heavily on classroom discussions or text extracts.
Argumentation	2.5 Coherent, persuasive, and logical progression of argument.	2 Clear progression of argument with developing coherence, persuasiveness, and logic.	1 Evidence of some logic, coherence, and/or persuasiveness of the argument. There may be gaps in any of these areas.	0.5 Unclear or incomplete argument in terms of logic, coherence, and/or persuasion.
Essay Structure (Introduction, Topic Sentences, Conclusion)	2.5 Strong, sustained structure in terms of introduction, topic sentences, and conclusion.	2 A generally well-maintained structure with occasional tangents in terms of introduction, topic sentences, and conclusion.	1 Some elements of structure present. May include an introduction, conclusion, and/or topic sentences though inconsistencies may be present.	0.5 Underdeveloped structure. There may not be an introduction, topic sentences, and/or conclusion.
Evidence (Examples, Techniques)	2.5 Consistent use of strong textual examples and techniques with sustained relevance to argument.	2 Consistent use of textual examples and techniques. Relevance to argument may vary.	1 Some textual examples and/or techniques. Relevance to argument may vary.	0.5 Few textual examples and/or techniques included.
Language Use (Control of Syntax, Diction, Punctuation)	2.5 Sophisticated use of syntax, diction, and punctuation. Writes with flair and confidence.	2 Well-developed syntax, with occasional grammatical and punctuation slips. There may be sophisticated diction used, but sometimes inappropriately.	1 Some well-formed sentences. Developing grasp on syntax, diction, and punctuation.	0.5 Underdeveloped syntax, diction, and punctuation.

Note to Students: How to Submit Homework

Submit your homework online through the Matrix Learning Management System (LMS)!

Accepted file types for online submission: .docx, .doc, .one (onenote), .txt, .pdf

THE CONCEPT OF DISCOVERY

Homework Assessment One is due in Lesson Two. This means you have ONE week to complete this Assessment.

Compose an extended response to the following question. Aim for 400-500 words.

'Discovery is a complex process – there are many different forms that it can take.'

To what extent do you agree with this statement? In your discussion, refer to the opening scene of *Raiders of the Lost Ark* (1981) and Christopher Columbus' 'The Letter of Columbus to Luis De Sant Angel Announcing His Discovery' (1493).

In order to answer this question well, ensure that you:

- Have a clear argument that runs through your response, supported by a short introduction and conclusion;
- Discuss HOW your texts demonstrate different ideas about discovery; and
- Use examples from the text to support your argument.