**Essay Scaffold**

Question: You are to compose a 700 – 1000 word essay response to the following statement:

*"Studying texts about justice illuminates our understanding of justice in our own society."  
How has your understanding of justice been influenced by the study of the texts "The Merchant of Venice" and "The Hurricane". In your essay examine the ideas and how they are communicated (techniques) by the composers.*

*Use detailed evidence from both texts to support your ideas.*

*Due Tuesday Week 9.*

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|  | **Hints** | **Draft** |
| Paragraph 1  **Introduction**  Thesis  (Main argument)  Plan of development  (three supporting points) | Use the first sentence to answer to question and establish your **thesis** (your position - how you will answer the question)  Write your plan of development. Briefly say why you hold this view, previewing the arguments to follow.  Use formal language. |  |
| Paragraphs 2, 3 & 4 etc.  **Body** | P2: Argument 1 –  Firstly… topic sentence.  Supporting points, examples, facts, evidence. |  |
| P3: Argument 2 –  Secondly…. topic sentence.    Supporting points, examples, facts, evidence. |  |
| P4: Argument 3 –  Finally… topic sentence.    Supporting points, examples, facts, evidence. |  |
| Final paragraph  **Conclusion** | Sum up the argument:  Therefore...and follow with a re-statement of your thesis.  Then re-state your main arguments with different words.  Sum up your essay. |  |

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|  | Extensive  25-21 | | Thorough  20-16 | Sound  15-11 | Basic  10-6 | | Elementary  5-1 | |
|  | **AA1 Writing in a range of Contexts** | | | | | | | |
|  | Composes a sophisticated response which demonstrates a highly developed understanding of essay structure using language appropriate to purpose and form  Demonstrates skillful control of mechanics (grammar, spelling, paragraphing and punctuation) | Composes a cohesive response which demonstrates a well developed understanding of essay structure using language appropriate to purpose and form  Demonstrates consistent control of mechanics (grammar, spelling, paragraphing and punctuation) | | Composes a sound response which demonstrates some understanding of essay structure using language appropriate to purpose and form  Demonstrates some control of mechanics (grammar, spelling, paragraphing and punctuation) | | Demonstrates a basic understanding of essay structure and does not use language appropriate to purpose and form  Demonstrates limited control of mechanics (grammar, spelling, paragraphing and punctuation) | | Composes an unstructured response about the text and does not use language appropriate to purpose and form  Demonstrates minimal control of mechanics (grammar, spelling, paragraphing and punctuation) |
| **Result** | **X** | **T** | | **S** | | **B** | | **E** |
|  | **AA2 Reading/Viewing and interpreting meaning from texts** | | | | | | | |
|  | Demonstrates extensive knowledge of the language techniques of a novel and a perceptive understanding of how meaning is created | Demonstrates substantial knowledge of the language techniques of a novel and an effective understanding of how meaning is created | | Demonstrates sound knowledge of the language techniques of a novel and some understanding of how meaning is created | | Demonstrates basic knowledge of the language techniques of a novel and a limited understanding of how meaning is created | | Demonstrates minimal knowledge of the novel and describes some language techniques |
| **Result** | **X** | **T** | | **S** | | **B** | | **E** |
|  | **AA6 Thinking Critically, interpretively and imaginatively** | | | | | | | |
|  | Demonstrates sophisticated understanding of how the themes, characterization, plot and setting convey meaning about life beyond the novel. | Demonstrates substantial understanding of how the themes, characterization, plot and setting convey meaning about life beyond the novel. | | Demonstrates some understanding of how the themes, characterization, plot and setting convey meaning about life. | | Demonstrates a basic understanding of some features of the novel which contribute to meaning generally | | Demonstrates minimal understanding of the features of the novel and its meaning. |
| **Result** | **X** | **T** | | **S** | | **B** | | **E** |

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|  | Extensive  21-25 | Thorough  16-20 | | Sound  11-15 | | Basic  6-10 | | Elementary  1-5 |
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|  | **AA7 Expressing Views** | | | | | | | |
|  | Presents a sustained and cohesive argument featuring strong thesis development and extensive textual evidence to justify a point of view | | Presents a cohesive argument featuring effective thesis development and substantial textual evidence to justify a point of view | | Presents an argument featuring inconsistent thesis development and some textual evidence to justify a point of view | | Presents a basic response which articulates some ideas on the text and limited textual evidence | Presents an elementary response which outlines simple statements about the text |
| **Result** | **X** | | **T** | | **S** | | **B** | **E** |
| **Total Mark:**  **/ 25** | **Feedback** | | | | | | | |