

## Marking Grid: Speech Content

Marking Criteria	Mark
<ul style="list-style-type: none"> <li>• Demonstrates a <b>sophisticated</b> understanding of the quotation and shows engagement</li> <li>• Demonstrates a sophisticated understanding of how context and values shape meaning</li> <li>• Demonstrates a highly developed ability to structure and express information for a specific purpose</li> <li>• Demonstrates a highly developed ability to use discerning language techniques that address the criteria</li> <li>• Demonstrates a highly developed ability to use discerning textual evidence that address the criteria</li> <li>• Demonstrates a highly developed ability to explain the use of visual techniques in their representation and how it links to their thesis</li> </ul>	<b>A</b>  <b>15</b> <b>14</b> <b>13</b>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>well-developed</b> understanding of the quotation and shows engagement</li> <li>• Demonstrates a well-developed understanding of how context and values shape meaning</li> <li>• Demonstrates a well-developed ability to structure and express information for a specific purpose</li> <li>• Demonstrates a well-developed ability to use relevant language techniques that address the criteria</li> <li>• Demonstrates a well-developed ability to use textual evidence that address the criteria</li> <li>• Demonstrates a well-developed ability to explain the use of visual techniques in their representation and how it links to their thesis</li> </ul>	<b>B</b>  <b>12</b> <b>11</b> <b>10</b>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>sound</b> understanding of the quotation and shows engagement</li> <li>• Demonstrates a sound understanding of how context and values shape meaning</li> <li>• Demonstrates a sound ability to structure and express information for a specific purpose</li> <li>• Demonstrates a sound ability to use relevant language techniques that address the criteria</li> <li>• Demonstrates a sound ability to use textual evidence that address the criteria</li> <li>• Demonstrates a sound ability to explain the use of visual techniques in their representation and how it links to their thesis</li> </ul>	<b>C</b>  <b>9</b> <b>8</b> <b>7</b>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited</b> understanding of the quotation</li> <li>• Demonstrates a limited understanding of how context and values shape meaning</li> <li>• Demonstrates a limited ability to structure and express information for a specific purpose</li> <li>• Demonstrates a limited ability to use language techniques that address the criteria</li> <li>• Demonstrates a limited ability to use textual evidence that address the criteria</li> <li>• Demonstrates a limited ability to explain the use of visual techniques in their representation and how it links to their thesis</li> </ul>	<b>D</b>  <b>6</b> <b>5</b> <b>4</b>
<ul style="list-style-type: none"> <li>• <b>Elementary</b> understanding of the quotation</li> <li>• Demonstrates an elementary understanding of how context and values shape meaning</li> <li>• Demonstrates an elementary ability to structure and express information for a specific purpose</li> <li>• Demonstrates an elementary ability to use language techniques that address the criteria</li> <li>• Demonstrates an elementary ability to use textual evidence that address the criteria</li> <li>• Demonstrates an elementary ability to explain the use of visual techniques in their representation and how it links to their thesis</li> </ul>	<b>E</b>  <b>3</b> <b>2</b> <b>1</b>

Marking feedback on visual and content of speech:

You show sound knowledge of your text, however your argument is under-developed in places, particularly in the introduction of your speech. You need to be more incisive and ~~direct~~ direct in framing your argument.

Name of Student: Anjali

4.56

Marking Criteria: Manner	Mark
<ul style="list-style-type: none"><li>○ Demonstrates <b>sophistication</b> in the following ways:<ul style="list-style-type: none"><li>- Natural and extended eye contact with audience and minimal reliance on notes</li><li>- Volume, pitch and intonation</li><li>- Posture and body language</li><li>- Clarity and expression</li></ul></li></ul>	5
<ul style="list-style-type: none"><li>○ Demonstrates a <b>well-developed</b> ability in the following ways:<ul style="list-style-type: none"><li>✓ - Natural eye contact with audience and minimal reliance on notes</li><li>✓ - Volume, pitch and intonation</li><li>✓ - Posture and body language</li><li>✓ - Clarity and expression</li></ul></li></ul>	4
<ul style="list-style-type: none"><li>○ Demonstrates a <b>sound</b> ability in the following ways:<ul style="list-style-type: none"><li>✓ - Eye contact with audience with some reliance on notes</li><li>- Volume, pitch and intonation</li><li>- Posture and body language</li><li>- Clarity and expression</li></ul></li></ul>	3
<ul style="list-style-type: none"><li>○ Demonstrates a <b>limited</b> ability in the following ways:<ul style="list-style-type: none"><li>- Attempts eye contact with audience but relies too much on reading</li><li>- Volume, pitch and intonation</li><li>- Posture and body language</li><li>- Clarity and expression</li></ul></li></ul>	2
<ul style="list-style-type: none"><li>○ <b>Elementary</b> ability in the following ways:<ul style="list-style-type: none"><li>- Eye contact</li><li>- Volume, pitch and intonation</li><li>- Posture and body language</li><li>- Clarity and expression</li></ul></li></ul>	1

**Marker feedback:**

Clear and engaging style. Tending to rush phrases in places - a little harder to follow at times.

Could use gestures / body language to emphasise points.

Outcome	Outcome Description
1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
6	investigates and evaluates the relationships between texts
7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Name of Student: \_\_\_\_\_ Marking Grid: Visual Representation

Marking Criteria	Mark
<p><b>Highly developed</b> ability to represent the overarching thesis chosen by incorporating:</p> <ul style="list-style-type: none"> <li>A diversity of effective visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	5
<p><b>Well- developed ability</b> to represent the overarching thesis chosen by incorporating:</p> <ul style="list-style-type: none"> <li>A diversity of suitable techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	4
<p><b>Sound ability</b> to represent the overarching thesis chosen by incorporating:</p> <ul style="list-style-type: none"> <li>Some adequate visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	3
<p><b>Limited ability</b> to represent the chosen thesis by incorporating:</p> <ul style="list-style-type: none"> <li>Superficial or overly clichéd use of visual techniques</li> <li>Did not follow instructions related to size</li> </ul>	2
<p><b>Elementary ability</b> to represent:</p> <ul style="list-style-type: none"> <li>Attempting to use one or more visual techniques</li> <li>Submitting a representation on paper</li> </ul>	1



## Othello speech

### Anjali D'Souza

What is evil?

Is there evil without ignorance? Can we disavow Othello for his downfall in the name of ignorance?

Good Afternoon, everyone, though my time today in this symposium will be short I hope to enlighten and inform each of you. As I challenge and explore the idea that there is no darkness but ignorance by discussing Iago as the embodiment of evil and Othello's somewhat blissful ignorance.

---

"An evil person is someone who knowingly deeply hurts innocent people," said Robert Winer in his article, *Evil in the mind of a therapist*.

Othello's ignorance is his enigma to himself; this ignorance made him an easy target for Iago's purposeful malignity.

Throughout the Elizabethan and Jacobean era, it was widely believed that a person's destiny was not in their own hands, rather was predetermined. Due to censorship, Shakespeare's plays often showed destiny through fate, however, he believed in Aristotle's theory of determinism.

Shakespeare's way of thinking reflected the rapid social and political change occurring around the time he wrote *Othello*.

Determinism in *Othello* is in the villainous character Iago, who takes great pleasure in manipulating people's thoughts and subsequent actions for his benefit.



Othello's ignorance makes a subtle comment on the shortcomings of fatalism, while Iago shows the flaws of determinism in a more direct and obvious way. The play was written in such a way to provide this comment on the perils of these philosophies while conforming to the political landscape at the time.

When looking at Iago's darkness, we cannot overlook Othello and his ignorance. Othello's ignorance is his wish to not see reality when it does not suit him. This hamartia is clearly in Act 3, when 'I swear 'tis better to be much abused than but to know't a little' (3.3.337). The dramatic irony of Othello arguing ignorance is bliss evokes further pathos in the audience. Another aspect of Othello's ignorance is the inability to be introspective. According to Swiss psychologist Dr Carl Jung,

the answer to understanding Othello's mind is to understand that he is a 'man in an enigma to himself'. His inability to understand himself means he is never capable to deal with exterior problems. Othello's final speech (5.2.335-350) shows he is totally ignorant of his tendency towards self-deception; his overbearing need for certainty drives him to the brink of madness. The speech is full of heroic language, the metaphor 'threw a pearl away richer than all his tribe' (5.2.340) shows a brash attempt to reduce wrongdoing.

At the beginning of my talk, I defined an evil person, 'as someone who knowingly deeply hurts innocent people', I will now break down that definition to show Iago is indeed evil. Iago's awareness and acceptance of his evil prove that he is the true embodiment of evil. In Iago's second soliloquy (2.3.303-326) he compares himself to a 'devil' saying that "divinity of hell! When devils will the blackest sins put on, They do suggest at first with heavenly shows, As I do now." The blatant telling audiences that he like a devil committing a sin is putting on a nice face display's not a hint of remorse. Furthermore, Iago takes great pleasure in watching those around him unknowingly hurt each other over this is exhibited ' I'll pour this pestilence into his ear— That she repeals him for her body's lust, and by how much she strives to do him good, She shall undo her credit with the Moor.' His manipulation of Othello's insecurity, ignorance and Desdemona's loyalty towards Cassio demonstrates not only his sadistic pleasure but also his intelligence.

'Rota Iago' refers to the rota fortunae belonging to the goddess of Fortuna, spun at random. This reflects the widely believed philosophy of fatalism at the time of Shakespeare's Othello. The word Fortunae has been replaced with Iago to show his power over the other characters minds especially Othello. The use of salience to first pull audiences to Iago in the centre, Iago's arm then acts as a vector pointing us to the wheel of fortune. The ram's head symbolises the mind and life in astrology zodiac man, this has been used to show Iago's manipulation of Othello's mind. The ram's eyes closed to show Othello's narrow and

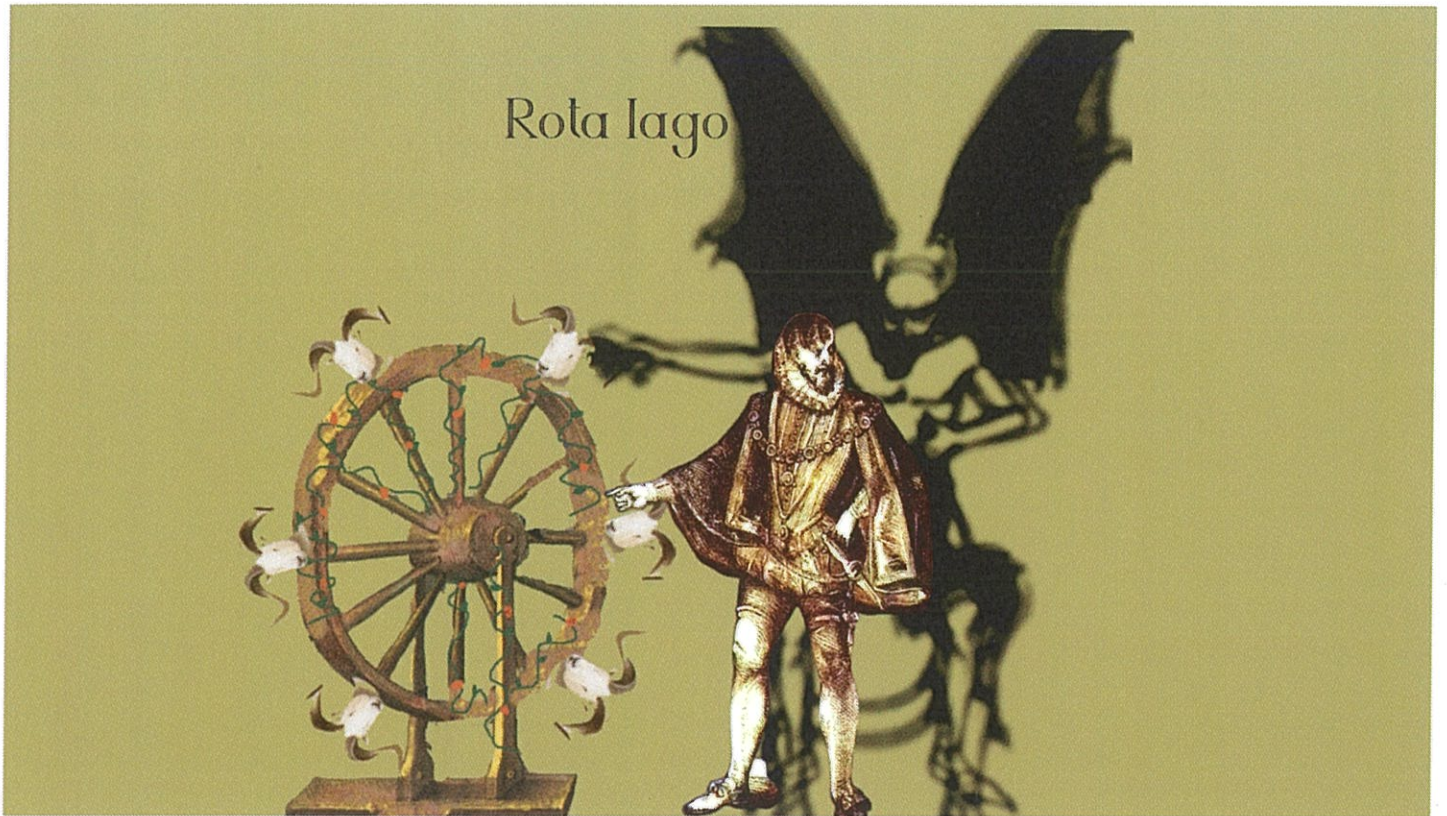




ignorant view. The wheel is covered in strawberry vines, these strawberry vines are the same as the ones found on the handkerchief Othello gave to Desdemona symbolising their love and trust. When the wheel is turned by Iago the vines will break and die. Portraying how Iago's interference in Othello and Desdemona's relationship lead to its downfall. Iago's duplicitous nature is portrayed through his shadow showing a devil to show he is putting on a front but on the inside, he is the embodiment of evil.

Ultimately Robert Winer's definition of evil proves that without intent someone is not evil. Iago conforms to this definition disproving that 'there is no darkness but ignorance'.





Anjali D'Souza

