



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English ADVANCED Course: Preliminary

Year: 11 Assessment Task: Narratives That Shape the World Synthesis

Assessment Weighting: 30% Due: Term 2, Week 9, Wednesday Periods 1 and 2, 26/6/24

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA) EN 11-1, 2, 3, 4, 5, 6, 7, 8.

Task Description/Overview

This task consists of short and long responses which will be undertaken during a double period. Students are able to prepare for the task prior to the day.

Students will analyse how specific ideas are conveyed in the 2018 HBO film *Fahrenheit 451* (a multimodal text), due to contextual influences. This evaluation will enable students to make comparisons to the representation of authorial concerns in Ray Bradbury's 1953 prescribed novel, *Fahrenheit 451*.

The given time to complete the task is 90 minutes.

Detailed Task Description

Section One: Short answers comparing texts (15 marks)

Students will view or read excerpts from the visual and written texts, then complete short answer questions.

Section Two: Responding to the paired texts (15 marks)

Students will compose a short response to an unseen question, which will require them to **evaluate** ONE example of text evidence from both the novel and film. This response (ie an extended paragraph/ mini-essay) will require students to compare or contrast how effective the composers are at manipulating, shaping or persuading a responder's thoughts or ideas. The focus will be provided in the question on the day of the task.

Due to the unseen nature of this task, specific marking guidelines cannot be provided for Section I. However, in your responses you will be assessed on the following:

- your ability to explicitly respond to questions about **features of BOTH texts**
- evaluating the **relationships between texts and contextual influences**
- your use of well selected, **detailed textual references from BOTH texts**
- the **meanings of texts** when considered together

You will not be able to bring any notes/papers into the class. However, you will be able to best prepare yourself by studying the texts, the module and completing practice questions and analysis, prior to June 26th.

Assessment Criteria – Section Two

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none">• Composes a response that skilfully evaluates the resonances + dissonances of the texts, offering well-chosen examples and insightful analysis• Makes sophisticated links between the texts• Adeptly uses appropriate language forms, features and structure in their response	13-15
High (H)	<ul style="list-style-type: none">• Composes a response that effectively evaluates the resonances + dissonances of the texts, offering good examples and quality analysis• Makes effective and sustained links between the texts• Effectively uses appropriate language forms, features and structure in their response	10-12
Sound (S)	<ul style="list-style-type: none">• Composes a response that satisfactorily evaluates resonances + dissonances of the texts, offering examples and adequate analysis• Makes adequate links between the texts and, at times, inconsistent.• Adequately uses appropriate language forms, features and structure in their response	7-9
Basic (B)	<ul style="list-style-type: none">• Composes a response that attempts to evaluate the resonances + dissonances of the texts, but offers some to no analysis of examples• Describes the differences or similarities between the texts, with varying accuracy• Attempts to use language forms, features and structure in their response	5-8
Limited (L)	<ul style="list-style-type: none">• Composes a response that has made a minimal attempt to evaluate resonances + dissonances of the texts/ only describes• Limited textual knowledge of one or both texts• Attempts to use language forms, features and structure in a limited way to communicate ideas in the response	0-4