



Year 12 ENGLISH (ADVANCED)
MODULE A: COMPARATIVE STUDY OF TEXTS & CONTEXT
ELECTIVE 2: INTERTEXTUAL PERSPECTIVES

Due Date: Term1, Week 10, Wednesday 11 th April 2018	Assessment Name: <i>Nineteen Eighty-Four & Metropolis</i> Personal Response
Mark: /20	Weighting: 15%

SYLLABUS OUTCOMES TO BE ASSESSED:

1. A student **explains** and evaluates the effects of different contexts of responders and composers on texts
5. A student explains and **evaluates** the effects of textual forms, technologies and their media of production on meaning
9. A student **evaluates** the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas

DIRECTIVES TO BE ASSESSED:

Evaluate – Make a judgement based on criteria; determine the value of

Explain – Relate cause and effect; make the relationship between things evident; provide why and/or how

TASK DESCRIPTION:

Under exam conditions you will compose a personal response addressing the following statement:

George Orwell's Nineteen Eighty-Four and Fritz Lang's Metropolis provide warnings regarding the effects of control and totalitarianism.

***Explain** and **evaluate** how the social, cultural and historical contexts of Orwell and Lang have influenced the concerns of both texts and explore how these concerns represent dystopian visions.*

You will have **40 MINUTES** plus **5 MINUTES** reading time to complete the task.

Support Material:

Students are permitted to bring with them into the exam room **ONE A4 page** (front and back) containing a proposed essay plan/structure; including support references or quotes, to assist with their response. Complete paragraphs or blocks of written information **are not** permitted as part of the support material.

ASSESSMENT CRITERIA AND STUDENT CHECKLIST

You will be assessed on your ability to:

- Investigate, through a range of processes and technologies, the context of both *Nineteen Eighty-Four* and *Metropolis*
- **Explain** and **evaluate** the social, cultural and historical contexts of *Nineteen Eighty-Four* and *Metropolis*
- Organise the information and ideas
- Prepare your proposed essay plan, ensure you have quotes to support your response
- Demonstrate the ability to compose a sustained personal response that uses well-selected textual references
- **Explain** ideas about control and totalitarianism
- Compose a personal response using appropriate language appropriate to audience, purpose and form

ASSESSMENT MARKING CRITERIA
Critical Response

MARKING GUIDELINES	GRADE
<ul style="list-style-type: none"> • Skilfully evaluates how the social, cultural and historical contexts of <i>Nineteen Eighty-Four</i> and <i>Metropolis</i> have influenced the composers concerns of control and totalitarianism (Outcomes 5 and 9) • Explains skilfully an understanding of the concerns of each text and their representation of dystopian visions (Outcome 1) • Composes a thoughtful response using language appropriate to audience, purpose and form 	<p>A</p> <p>17-20</p>
<ul style="list-style-type: none"> • Effectively evaluates how the social, cultural and historical contexts of <i>Nineteen Eighty-Four</i> and <i>Metropolis</i> have influenced the composers concerns of control and totalitarianism (Outcomes 5 and 9) • Explains an effective understanding of the concerns of each text and their representation of dystopian visions (Outcome 1) • Composes an effective response using language appropriate to audience, purpose and form 	<p>B</p> <p>13-16</p>
<ul style="list-style-type: none"> • Evaluates how the social, cultural and historical contexts of <i>Nineteen Eighty-Four</i> and <i>Metropolis</i> have influenced the composers concerns of control and totalitarianism (Outcomes 5 and 9) • Explains an understanding of the concerns of each text and their representation of dystopian visions (Outcome 1) • Composes a sound response using language appropriate to audience, purpose and form 	<p>C</p> <p>9-12</p>
<ul style="list-style-type: none"> • Evaluates some aspects of the social, cultural and historical contexts of <i>Nineteen Eighty-Four</i> and <i>Metropolis</i> and how this has influenced the composers (Outcomes 5 and 9) • Explanation demonstrates limited understanding of the concerns of each text and their representation of dystopian visions (Outcome 1) • Composes a limited response 	<p>D</p> <p>5-8</p>
<ul style="list-style-type: none"> • Evaluates aspects of the social, cultural and historical contexts of <i>Nineteen Eighty-Four</i> and <i>Metropolis</i> in an elementary manner (Outcomes 5 and 9) • Explanation demonstrates an elementary understanding of the concerns of each text and their representation of dystopian visions (Outcome 1) • Attempts to compose a response 	<p>E</p> <p>1-4</p>

Comments
