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

Due Date: Term 1, Week 10, Wednesday 11th April 2018  
Assessment Name: Nineteen Eighty-Four & Metropolis 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

Check your assessment booklet for the PHS Assessment Policy
### ASSESSMENT MARKING CRITERIA

**Critical Response**

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>• Skilfully <strong>evaluates</strong> how the social, cultural and historical contexts of <em>Nineteen Eighty-Four</em> and <em>Metropolis</em> have influenced the composers concerns of control and totalitarianism (Outcomes 5 and 9)</td>
<td>A 17-20</td>
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<tr>
<td>• <strong>Explains</strong> skilfully an understanding of the concerns of each text and their representation of dystopian visions (Outcome 1)</td>
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<td>• Composes a thoughtful response using language appropriate to audience, purpose and form</td>
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<tr>
<td>• Effectively <strong>evaluates</strong> how the social, cultural and historical contexts of <em>Nineteen Eighty-Four</em> and <em>Metropolis</em> have influenced the composers concerns of control and totalitarianism (Outcomes 5 and 9)</td>
<td>B 13-16</td>
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<td>• <strong>Explains</strong> an effective understanding of the concerns of each text and their representation of dystopian visions (Outcome 1)</td>
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<td>• Composes an effective response using language appropriate to audience, purpose and form</td>
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<tr>
<td>• <strong>Evaluates</strong> how the social, cultural and historical contexts of <em>Nineteen Eighty-Four</em> and <em>Metropolis</em> have influenced the composers concerns of control and totalitarianism (Outcomes 5 and 9)</td>
<td>C 9-12</td>
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<td>• <strong>Explains</strong> an understanding of the concerns of each text and their representation of dystopian visions (Outcome 1)</td>
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<td>• Composes a sound response using language appropriate to audience, purpose and form</td>
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<td>• <strong>Evaluates</strong> some aspects of the social, cultural and historical contexts of <em>Nineteen Eighty-Four</em> and <em>Metropolis</em> and how this has influenced the composers (Outcomes 5 and 9)</td>
<td>D 5-8</td>
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<td>• <strong>Explanation</strong> demonstrates limited understanding of the concerns of each text and their representation of dystopian visions (Outcome 1)</td>
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<td>• Composes a limited response</td>
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<td>• <strong>Evaluates</strong> aspects of the social, cultural and historical contexts of <em>Nineteen Eighty-Four</em> and <em>Metropolis</em> in an elementary manner (Outcomes 5 and 9)</td>
<td>E 1-4</td>
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<td>• <strong>Explanation</strong> demonstrates an elementary understanding of the concerns of each text and their representation of dystopian visions (Outcome 1)</td>
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<td>• Attempts to compose a response</td>
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**Comments**

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