

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



Faculty: English	Course: Extension 1	
Teacher: Luke McCullough	Email: luke.mccullough@det.nsw.edu.au	
Task number: 2.	Title: Critical Essay Response.	
Year: 11	Due date: 2/07/24 due to Library by 8:15am.	Weighting: 35%

Syllabus outcomes assessed:

EE11-2 - analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts,

EE11-3 - thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-5 - articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

21st Century and employment related skills:

<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	Use of technology
<input checked="" type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Self-reflection and refinement
<input checked="" type="checkbox"/>	Creativity	<input type="checkbox"/>	Problem Solving
<input type="checkbox"/>	Collaboration	<input type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising	<input checked="" type="checkbox"/>	Cross-Cultural Understanding

Task description:

Write a critical response to the following question:

To what extent do characters in texts reveal the anxieties and concerns of a composer's context?

In your response you must refer to at least TWO texts that you have studied in class.

Texts studied:

Dracula by Bram Stoker

The Vampire by Conrad Aiken

The Lost Boys directed by Joel Schumacher

The Fall of the House of Usher by Edgar Allen Poe

Assessment criteria:

You will be assessed on your ability to:

- Formulate and communicate a thesis that directly relates to the question in a clear, logical and sustained manner.
- Demonstrate a strong understanding of at least TWO prescribed texts.
- Evaluate and examine texts in terms of structure, techniques and conceptual ideas.
- Consider the way in which a text can represent the anxieties and values of its time

Method of task submission:

Task to be handed in via the library.

Feedback:

The feedback policy is as follows:

1. You are allowed ONE piece of written feedback provided by your classroom teacher.
2. You are allowed ONE verbal discussion with the classroom teacher to clarify any further questions.

Feedback can be given up until Friday 28/06/24.

Marking guidelines:

Grade	Descriptor	Mark
A	<ul style="list-style-type: none"> • Demonstrates skilfully the extent to which characters reveal the anxieties and concerns of a composer's context • Skilfully incorporates well-selected and detailed textual references • Displays a skilful control of language to express complex ideas with clarity and originality in a sustained critical response 	17 - 20
B	<ul style="list-style-type: none"> • Demonstrates effectively the extent to which characters reveal the anxieties and concerns of a composer's context • Effectively incorporates well-selected and detailed textual references • Displays an effective control of language to express complex ideas with clarity in a sustained critical response 	13 - 16
C	<ul style="list-style-type: none"> • Demonstrates adequately the extent to which characters reveal the anxieties and concerns of a composer's context • Incorporates well-selected textual references • Displays a sound control of language to express complex ideas in a sustained critical response 	9 - 12
D	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the extent to which characters reveal the anxieties and concerns of a composer's context • Makes limited reference to the text/s • Displays a limited control of language to express ideas in a critical response 	5 - 8
E	<ul style="list-style-type: none"> • Describes aspects of the text/s • Displays an elementary control of language to express ideas • Attempts to compose a response 	0-4
N	<ul style="list-style-type: none"> • Non-Attempt. 	0