

Assessment Task 2

Module A: Elective 2 'Texts in Time' Frankenstein and Blade Runner

Due: Week 7, Monday, March 11, 9am

Weight: 15%



Outcomes to be assessed:

1. Explains and evaluates the effects of different contexts of responders and composers on texts.
2. Explains relationships among texts.
- 2A. Recognises different ways in which particular texts are valued.
5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
10. Analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.

Essay question:

How has the context of the composers affected the representation of their respective worlds and reflect changing values and perspectives?

You will be assessed on the following criteria:

- Understanding of the concept 'Texts in Time'.
- Comparing and contrasting the two prescribed texts 'Frankenstein' and 'Blade Runner'.
- Understanding how changing contexts reflect changing values in these texts.
- Control over the essay text type, writing 1000 words (+ or – 10%);
- Clear and detailed reference to and use of the texts in the essay which reflects your careful reading/viewing of these texts.

Formatting:

- Print & one staple
- Size 12, double spaced, Times New Roman or Calibri (Body) font

Marking Guidelines	Mark /15
<ul style="list-style-type: none"> • Demonstrates extensive detailed knowledge and insightful understanding of texts, their relationships, their context & the values & attitudes they convey. • Indicates highly developed ability to analyse & use language forms, features & structures of texts & demonstrates the ways in which they shape meaning & influence responses. • Demonstrates highly developed understanding of the impact of purpose, audience & medium of production on the language used & ability to demonstrate this in own writing. • Presents an imaginative & critically refined response showing highly developed skills in evaluation of texts & textual detail. • Exhibits evidence of flair, originality, sophistication & precision in both thought & expression. 	13-15
<ul style="list-style-type: none"> • Demonstrates detailed knowledge and perceptive understanding of texts, their relationships, their context & the values & attitudes they convey. • Indicates well-developed ability to analyse & use language forms, features & structures of texts & explain the ways in which they shape meaning & influence responses. • Demonstrates well developed ability to understanding of the impact of purpose, audience & medium of production on the language used & demonstrate this in own writing. • Presents an imaginative & critically refined response showing well-developed skills in evaluation of texts & textual detail. • Exhibits evidence of sophisticated control in both thought & expression. 	10-12
<p>Demonstrates sound knowledge and understanding of texts, their relationships, their context & the values & attitudes they convey.</p> <ul style="list-style-type: none"> • Indicates ability to analyse & use language forms, features & structures of texts & explain the ways in which they shape meaning & influence responses. • Demonstrates developed understanding of the impact of purpose, audience & medium of production on the language used & demonstrate this in own writing. • Presents a sound imaginative & critical response showing developed skills in evaluation of texts & textual detail. • Exhibits evidence of control in both thought & expression. 	7-9
<ul style="list-style-type: none"> • Demonstrates general knowledge and understanding of texts, their relationships, their context & the values & attitudes they convey. • Indicates ability to analyse & use a limited range of language forms, features & structures of texts & explain the ways in which they shape meaning & influence responses. • Demonstrates some understanding of the relationship between purpose, audience, medium of production, & can demonstrate this in own writing. • Presents an informed response showing some evidence of interpretation of texts & textual detail. • Exhibits reasonable control in using language appropriate to a specific purpose, audience & context. 	4-6
<ul style="list-style-type: none"> • Demonstrates elementary knowledge and understanding of texts, their relationships & their context. • Shows limited ability to describe, comment upon & use a limited range of language forms, features & structures of texts & explain the ways in which they shape meaning & influence responses. • Demonstrates some awareness of the relationship between purpose, audience, medium of production, & can demonstrate this in own writing. • Presents an underdeveloped response showing limited evidence of interpretation of texts. • Exhibits variable control in using language appropriate to a specific purpose, audience & context. 	1-3