Assessment Task

Subject: Stage 2 English Studies
Teacher: Ms. Sharayah Harvey
Task Title: Shared Study | Psycho (Film)
Draft Due Date: Friday, 25 March 2016
Final Due Date: Friday, 1 April 2016

Please note that failure to submit the task by this date will result in academic detention until completed.

Learning Requirements:
1. Analyse texts, demonstrating depth of understanding through the identification of the structural, conventional and stylistic features used by authors.
2. Understand that the interpretation of texts is influenced by the interplay between what the author presents in the text, the context in which the text was generated, and what the reader, viewer, or listener brings to the text.
3. Use evidence to develop and support critical reasoning in the form of sustained argument.
4. Compose texts that engage the reader, viewer or listener.
5. Express ideas clearly and accurately in a range of appropriate forms.

Outcomes Assessed:

KU1 Knowledge and understanding of authors’ use of stylistic features and language techniques to communicate ideas and influence the reader’s response.
KU2 Knowledge and understanding of ideas, values, and beliefs in texts.
KU3 Knowledge and understanding of the textual conventions of different text types.
An3 Analysis of the ways in which language techniques are used to influence opinions and decisions in texts.
Ap1 Use of language skills and techniques to create coherent texts that address the meaning and intention of the task.
Ap3 Use of evidence from texts to develop and support a response
C1 Accuracy, clarity, and fluency of expression.
C2 Appropriate form and register for audience and purpose.
Task Outline:

Purpose
This task provides you with the opportunity to:

- consider the ways in which the creators and readers of texts use language techniques and stylistic features to make meaning and to influence opinions
- analyse texts, demonstrating depth of understanding through the identification of the structural, conventional, and stylistic features used by authors.

Task

Using knowledge gained from both the close reading of the text and the classroom discussion on stylistic features, write a critical essay in response to one of the following questions:

1. How does the author of a prescribed text use one or two of the following to reinforce ideas:
   - The natural world
   - The constructed environment
   - Physical objects
   - Mise-en-scène
   - Darkness and light

2. 'Nothing is random in the world created by the author.'
   How does the author of a prescribed text use the features of the chosen text type to explore ideas?

3. Show how the author of a prescribed text uses one or two of the following to explore ideas:
   - Contrast between characters
   - Contrast between settings
   - Contrasting aspects of a central character
   - Contrasting images
   - Contrast between points of view

4. Show how the author of a prescribed text uses two of the following to explore ideas:
   - Structure
   - Symbolism
   - Contrasting characterisation
   - Foreshadowing
   - Juxtaposition
Outline

- View *Psycho* by Alfred Hitchcock.
- Write an essay in response to one of the above questions in which you:
  - analyse the ways in which Hitchcock uses stylistic features (e.g. symbolism, costuming, camera)
  - work, soundtrack, mis-en-scène (lighting, characterisation, setting etc.) and language techniques to influence the audience
  - demonstrate detailed knowledge and understanding of the themes and issues in *Psycho*
  - use appropriate textual references and evidence to support your response
  - use the formal structural conventions of a critical essay
  - use fluent and precise language with the appropriate form and register.

Format

Critical essay of up to a maximum of 1000 words
## Performance Standards / Marking Criteria

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<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Analysis</th>
<th>Application</th>
<th>Communication</th>
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<tbody>
<tr>
<td><strong>A</strong> Knowledge and understanding of a wide range of ways in which authors use stylistic features and language techniques to communicate complex and familiar ideas, and to influence the reader’s response. Detail knowledge and understanding of the ideas, values, and beliefs in familiar and unfamiliar texts. Knowledge and understanding of the ways in which creators and readers of familiar and unfamiliar texts use a range of textual conventions to make meaning.</td>
<td>Analysis of complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar and unfamiliar texts. In comparative exercises, a perceptive analysis of connections between texts, based on analysis and synthesis of similarities and/or differences. Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar texts.</td>
<td>Use of a wide range of language skills and techniques to create sophisticated and coherent texts that address the meaning and intention of the task. In comparative exercises, a perceptive recognition of connections between texts, through responses that integrate discussion of texts and move easily between them. Detailed and appropriate use of evidence from texts to support responses, with textual references incorporated fluently in discussion. Skills in using the textual, structural, and conventional features of text types for a range of familiar and unfamiliar contexts, audiences, and purposes.</td>
<td>Fluent and precise writing and speaking, using appropriate style and structure for a range of mainly unfamiliar audiences and contexts. Appropriate use of form and register to convey mostly complex meaning in a range of unfamiliar contexts.</td>
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<td><strong>B</strong> Knowledge and understanding of the ways in which authors use stylistic features and language techniques to communicate complex and familiar ideas, and to influence the reader’s response. Knowledge and understanding of some ideas, values, and beliefs in familiar, and some unfamiliar, texts. Knowledge and understanding of the ways in which creators and readers of mainly familiar texts use some textual conventions to make meaning.</td>
<td>Analysis of some complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar, and some unfamiliar, texts. In comparative exercises, a clear analysis of connections between texts, based on analysis of similarities and/or differences. Analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar, and some unfamiliar, texts.</td>
<td>Use of a range of language skills and techniques to create clear and coherent texts that address the meaning and intention of the task. In comparative exercises, recognition of connections between texts, through responses that compare and contrast in an integrated way. Appropriate use of evidence from texts to support responses, with textual references incorporated in discussion. Skills in using some of the textual, structural, and conventional features of text types for a range of familiar, and some unfamiliar, contexts, audiences, and purposes.</td>
<td>Mostly fluent and precise writing and speaking, using appropriate style and structure for a range of mostly familiar audiences and contexts. Appropriate use of form and register to convey complex and simple meaning in a range of familiar and unfamiliar contexts.</td>
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| **C** Knowledge and understanding of a narrow range of ways in which authors use stylistic features and language techniques to communicate mainly familiar ideas, and to influence the reader’s response.  
Knowledge and understanding of some ideas, values, and beliefs in mainly familiar texts.  
Knowledge and understanding of some of the ways in which creators and readers of a range of familiar texts use textual conventions to make simple or factual meaning. | Analysis of simple connections between personal experiences, ideas, values, and beliefs, and those explored in familiar texts.  
In comparative exercises, analysis of connections between texts, based on some understanding of similarities and/or differences.  
Descriptive analysis of a number of ways in which authors use language techniques to influence opinions and decisions in familiar texts. | Use of language skills and techniques to create texts that address the meaning and intention of the task.  
In comparative exercises, recognition of some connections between texts, through responses that compare and contrast texts, usually in a sequential rather than an integrated way.  
Competent use of evidence from texts to support responses, with some use of textual references in discussion. | Generally fluent and functional writing and speaking, using appropriate style and structure for familiar audiences and contexts.  
Appropriate use of form and register to convey simple meaning in a narrow range of familiar and unfamiliar contexts. |
| **D** Knowledge and restricted understanding of some simple stylistic features and language techniques used by authors to communicate mainly familiar ideas, and to influence the reader’s response.  
Knowledge and understanding of some familiar ideas, values, and beliefs in familiar texts.  
Knowledge and understanding of a restricted number of ways in which creators and readers of a narrow range of familiar texts use some textual conventions to make simple or factual meaning. | Reference to simple connections between uncomplicated personal experiences, ideas, values, and beliefs, and those explored in familiar texts.  
In comparative exercises, answers that make partial comparisons and contrasts.  
Reference to some ways in which authors use a range of language techniques to influence opinions and decisions in familiar texts. | Use of some language skills and techniques to create texts that partly address the meaning and intention of the task.  
In comparative exercises, some awareness of connections between texts, through partial responses that mainly deal with texts separately.  
Some use of evidence from texts to support a response, with use of a narrow range of textual references. | Achievement of a level of fluency in writing and speaking, in a mainly appropriate style.  
Occasionally appropriate use of form and/or register to convey simple meaning in familiar contexts. |
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| **E**  
Knowledge and understanding of a restricted range of simple stylistic features and language techniques used by authors to communicate familiar ideas, and to influence the reader’s response.  
Identification of an idea, a value, or a belief in familiar texts.  
Knowledge and understanding of the ways in which a creator or reader of a highly familiar text uses textual conventions to make factual meaning. | Recognition of a simple connection between a straightforward personal experience, idea, value, or belief, and that explored in a highly familiar text.  
In comparative exercises, answers that make a simple comparison or contrast.  
Reference to the way in which an author uses language techniques to influence opinions and decisions in a highly familiar text. | Attempted use of a restricted range of language skills and/or techniques to create a text or texts that attempt to address the meaning or intention of the task.  
In comparative exercises, identification of limited connections between texts, through fragmented responses that deal with texts separately.  
Restricted use of evidence from texts to support a simple response, with limited textual reference.  
Skills in using the textual, structural, or conventional features of a text type for a highly familiar context, audience, or purpose. | Emerging development of fluency in an occasionally appropriate style.  
Occasionally appropriate use of form and register to convey literal meaning in highly familiar contexts. |