# Sample Formal Assessment Task Notification

# Year 11 English Extension – Comparative Essay

**Context:** In this unit, students have explored the portrayal of the coloniser and the colonised through the study of Joseph Conrad’s *Heart of Darkness* and Sven Lindqvist’s *Exterminate the Brutes.* They have also explored additional texts to further develop their understanding of how texts continue to represent ‘the Other’ for various audiences, contexts and purposes. In this assessment task, students will compare the two core texts studied, drawing on their understanding of the role of appropriation in mediating the relationships between and among texts.

| **Task number:** 3 | **Weighting:** 30% | **Timing:** Term 3, Week 9 |
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| **Outcomes assessed**A student:**EE11-1** demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies**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 |
| **Nature of the task**You are to compose a 1500 word critical essay in response to the following: In Lindqvist’s *Exterminate the Brutes* we encounter the ghosts of Conrad’s *Heart of Darkness*.To what extent does this statement reflect your understanding of the relationship between both texts? |
| **Marking criteria**You will be marked on your ability to:* evaluate the statement in light of your comparison of both texts
* use textual details to support your exploration of the relationship between both texts
* express your understanding using the appropriate form and language.
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| **Feedback provided**Students will be provided with written feedback on their scripts as well as overall comments about the strengths of the response and areas for further development. |

**Marking guidelines**

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| **A student:** | **Mark range** |
| * sustains a well-developed thesis in relation to the question
* demonstrates an insightful understanding of the textual detail in both texts in order to support claims
* demonstrates mastery of language and structure in composing a critical essay.
 | 12-15 |
| * sustains a developed thesis in relation to the question
* demonstrates a comprehensive understanding of the textual detail in both texts in in order to support claims
* demonstrates well-developed control of language and structure in composing a critical essay.
 | 8-11 |
| * sustains a sound thesis in relation to the question
* demonstrates a satisfactory understanding of the textual detail in both texts in in order to support claims
* demonstrates adequate control of language and structure in composing a critical essay.
 | 4-7 |
| * attempts to sustain a thesis in relation to the question
* demonstrates a basic understanding of the textual detail in both texts in in order to support claims
* demonstrates some control of language and structure in composing a critical essay.
 | 1-3 |