**Birdwood High School**

**Stage 1 SACE, Semester 1**

**English**

**Assignment Cover Sheet: Intertextual Study**

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| **Student Name** |  | | | **Teacher** | | **Mr. Djukic** | | |
| **SACE Stage** | 1 | **Subject** | English | | **Topic** | | Intertextual Study | |
| **Assignment** | Intertextual Comparative Essay | | | | | | | |
| **Assignment Description** | Select and read a novel, then select a further text of any kind that relates to your first text. The connection could be by theme, message, character types, style, story, genre, literary techniques etc..  **Write a 1000 word essay discussing the connection/similarities/differences between the two texts.** | | | | | | | |
| **Assignment Conditions: word limits, time allowed, due date media, supervision.** | **Maximum Words: 1000**  Refer to examples using direct quotations, screenshots and references to support your analysis.  **Draft:** Due Term 2, Week 6 or earlier Email and Hard Copy to [mak.djukic680@schools.sa.edu.au](mailto:mak.djukic680@schools.sa.edu.au)  **Final**: by Term 2, Week 7  Submit Final to Submission box or Teacher Staff Pigeon hole. | | | | | | | |
| **Process** | 1. **Choose** a novel or other text that shows a level of depth. *i.e. ‘Catcher In The Rye’ as opposed to a ‘Horrible Histories’.*   **Text Types can include:** novel, TV episode, podcast, radio serial, graphic novel, film, advertising campaign, etc…   1. **Analyse** it, keeping notes and EVIDENCE (quotations, page numbers, screenshots, etc…) looking for features including    * 1. Setting      2. Characterisation      3. Symbolism      4. Theme (the big ideas, e.g. Family, Loneliness, Good vs Evil)      5. Structural techniques (flashback, non-linear, etc)      6. (Shifts in) perspective      7. Values      8. Stylistic Features (cinematography, editing, soundtrack, mise en scene, etc) 2. **Find a connection** / similarity or key difference between this first text and **find a second text** (of any type). 3. **Analyse** the second text as above, keeping notes. 4. **Fill** in the scaffold/skeleton to help plan your essay. *What is similar? What is different?* 5. **Draft** your 1000 word essay:200 word Introduction   2 – 3 Techniques / Similarities / Differences Paragraphs of 200 words each.  200 word Conclusion   1. **Peer**-Read by 2 Peers; Adult Read 2. **Submit** Draft to Teacher 3. **Submit** Final | | | | | | | |
| **Assessment Criteria** | **DRAFT FEEDBACK** | | | | | | | **Grade** |
| **Knowledge & Understanding** | Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts. | | | | | | |  |
| **Analysis** | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning. | | | | | | |  |
| Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types. | | | | | | |  |
| Analysis of complex intertextual connections between different texts. | | | | | | |  |
| **Application** | Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. | | | | | | |  |
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| **General Feedback** |  | | | | | | |  |

**Performance Standards for Stage 1 English**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
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| **A** | Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| **B** | Knowledge and understanding of ideas and perspectives explored in a range of texts.  Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  Analysis of how language features, stylistic features, and conventions influence readers in various text types.  Analysis of intertextual connections between different texts. | Mostly fluent and precise writing and speaking.  Use of accurate language features, stylistic features, and conventions for a range of audiences and purposes.  Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| **C** | Knowledge and understanding of ideas and some perspectives explored in a range of texts.  Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis of purpose, audience, and context and how they shape meaning.  Description, with some analysis, of how language features, stylistic features, and conventions influence readers in some text types.  Description, with some analysis of intertextual connections between different texts. | Generally fluent and accurate writing and speaking.  Use of language features, stylistic features, and conventions appropriate for familiar audiences and purposes.  Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| **D** | Reference to simple ideas explored in texts.  Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Identification of the purpose, audience, and context of texts.  Reference to some ways in which conventions and language features influence readers in some text types.  Recognition of similarities and or differences between texts. | Some control and fluency of expression.  Use of some language features and conventions appropriate for audience and purpose.  Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| **E** | Identification of an idea in a text.  Recognition of a restricted range of language features used by authors.  Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Reference to the purpose and audience of a text.  Recognition of a way in which language features influence readers in a text type.  Recognition of a connection between texts. | Emerging development of control of expression.  Emerging use of some language features appropriate for audience and/or purpose. |