**Stage 2 English**

**Assessment Type 1: Responding to Texts**

The Great Gatsby

Task: Critically analyse two film adaptations of *The Great Gatsby* with fluently integrated use of evidence to develop and support your response to the texts.

Select one of the following two options to focus your response.

Options:

1. Compare and contrast the use of three film techniques (stylistic features) used in Jack Clayton’s and Baz Luhrmann’s adaptations of *The Great Gatsby*.

Consider three of the following:

* Diegetic/non-diegetic sound
* Colour palette
* Costume
* Camera shots/angles
* lighting
* Symbols

1. Compare and contrast the use of film techniques (stylistic features) in three corresponding key scenes from Jack Clayton’s and Baz Luhrmann’s adaptations of *The Great Gatsby*.

Consider three of the following:

* Opening scene
* The invitation to Daisy to tea
* Gatsby’s party for Daisy
* Nick’s visit to the apartment shared by Myrtle and Tom
* The visit to town
* The car accident
* Gatsby’s funeral
* Closing scene

In this task you should:

1. demonstrate knowledge and understanding of the ways Clayton and Luhrmann use language features, stylistic features, and conventions (KU2)
2. analyse the language features, stylistic features, and conventions, and evaluate how they influence the audience (An2)
3. analyse the similarities and differences between the two films (An3)
4. use evidence from the film texts (Ap2)
5. produce clear and coherent writing, using appropriate vocabulary (Ap3)

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Performance Standards for Stage 2 English

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
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| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| **B** | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| **C** | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| **D** | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of the ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| **E** | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |