



## Year 12 ATAR English

### Task One Formative Feedback

Please note the following observations when preparing for your Task 1 assessment.

#### General Observations

- A 'say what you see' approach isn't successful when responding to any text, but this is an area where a lot of students make a few miss-steps. Your examiner will have a copy of the image in front of them and there's no value to be gained by describing the image without analysing it.
- There is NO requirement for you to write a conclusion. A few students wrote summary statements at the end of your responses and you are advised that these add little or no value to your chances of success in this section of your examination.
- Many answers could be considered brief. You are expected to write between 200-300 words. Many were around the 150-word mark. As you will be assessed against students who WILL write 300 words of HIGHLY effective analysis, you are reminded of the need to write developed responses.
- Many students will need to revise their understanding and knowledge of SWAT codes and specific language features.
- Some students referred to 'imagery' as a language feature. This is imprecise. Imagery is an umbrella term for a range of SPECIFIC language features; metaphor, simile, personification for example. Same with 'descriptive language'.
- Some students used quotations that were far too long. Some students neglected to use any quotations at all, which was most concerning. Remember that the marking key refers to relevant quotation/evidence and terminology if you're expecting to engage with the highest band. The moment you start to lose focus on your text, lose focus on giving insight into how it was constructed, the moment you start to summarise... is when you start to place your response around the 50% (at most) band of attainment.
- Beware the long-winded, general introduction. Get straight into offering insight into how your text positions a specific response from the reader/viewer through its construction.
- The most effective responses will be those that are clear, concise, consistent and sophisticated.
- You are invited to view the glossary of specific terms used in the syllabus at [https://senior-secondary.scsa.wa.edu.au/\\_data/assets/pdf\\_file/0003/576705/English-Y12-Syllabus-AC-ATAR-GD.PDF](https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0003/576705/English-Y12-Syllabus-AC-ATAR-GD.PDF) This link is also provided on the course cover page in SEQTA.

- Unless you're answering all parts of the question AT ALL TIMES, you are not being entirely successful. There were some instances where sentences were vague and general, which didn't address the question.
- Some students got bogged down with the issues promoted by the text without really exploring how those issues were constructed. Maintain full focus on the question and text at all times.

**Please use the space below to write any specific targets related to your response.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Please see the student response on the following page for guidance on what an effective (and successful) response might look like.

This example was written by a student in the 2018 WACE examination and is reproduced from the Good Answers (2019) published by the ETAWA.

### Question 1

Analyse how Text 1 works to convey an idea about human nature.

#### Text 1



# Considering Question 1

*Analyse how Text 1 works to convey an idea about human nature.*

## Interpreting the question

The word 'analyse' in the question required candidates to identify and explain the way that specific visual elements in the image worked to create an idea about human nature; that is, they needed to justify the connection made between the visual elements and their interpretation of the text's idea about human nature.

The 'how' of the question may have included explaining the effect of visual elements, such as the subject, body language, framing, shot type and angle, spatial relationships and proximity, mise en scène, leading lines and vectors, inclusions and omissions, salience, and composition. The word 'works' demanded that candidates explain the effect of the elements in conveying the idea. Thus, 'how', 'works' and 'convey' are interrelated and implied a relationship that needed to be discussed together rather than independently.

'Human nature' refers to the general behaviours, feelings and characteristics of humans as a group. The word 'idea' is multifaceted and includes understandings, thoughts, notions, opinions, views or beliefs. Therefore, 'an idea about human nature' could include that humans can be oblivious to their surroundings, humans like to control their immediate environment, humans take pride in their home, humans don't understand the power of the natural world, humans are so concerned with capturing a moment of time through photography that they ignore potential threats to their safety, humans are so used to natural disasters that they barely acknowledge them anymore, or many other possibilities.

Only one idea should have been discussed due to the use of the singular term 'an idea' in the question. Given that this section is concerned with a close reading of texts, a detailed explanation of this one idea will be rewarded for its demonstration of deep comprehension skills. The question required that candidates drill down into and tease out the one idea by considering its various facets or by justifying it with several examples, rather than touch on a range of different points in a fleeting or superficial manner.

## Advice from teachers

- It is just as important to carefully read and comprehend the question as it is to read and comprehend the unseen text itself. For example, some candidates may inadvertently discuss 'nature' rather than 'human nature' as this question required.
- Whether students discuss the event depicted as a 'tornado', a 'hurricane', a 'storm' or even a 'fire' doesn't really matter – the idea about human nature remains the same. If in doubt, students may want to refer to the Acknowledgements published on the back of the exam paper which, in this case, offered the correct terminology. This information is supplementary; it is never essential to answering the question.
- Candidates are reminded that if they are familiar with an extract or text used in this section of the exam then they should never reveal this or attempt to refer to the text in its entirety or to other sections of it.

## Question 1: Sample response one

Although slightly lengthy at 343 words, this eloquent response clearly articulates the idea conveyed by the image. The candidate's discussion of compositional elements is extensive and includes such aspects as the rule of thirds, scale, leading lines, division, framing and proximity. The candidate expertly explains the effect of these compositional aspects in communicating the idea that humans are oblivious to their immediate environment.

The use of composition and camera shot in Text 1 works to convey the idea that it is human nature to be consumed by own lives, to the extent that we are oblivious to the dangers that surround us.

The man mowing the lawn in the image is positioned along the bottom of the right vertical intersection of the rule of thirds. This, together with the use of a long-shot, work to emphasise his small, insignificant size, relative to the cyclone which is superimposed above him and dominates the upper position of the image. Moreover, this positioning highlights his carefree and relaxed body language as he mows the lawn, shoulders and arms relaxed, as well as his sunglasses symbolising being shielded from his surroundings, to convey dramatizes the menacing and overpowering nature of the cyclone, as it usurps the majority of the image, making the man look insignificant and powerless in its presence. This further conveys the idea that it is human nature to remain passive and to not take action when our dangerous surroundings continue to pervade our lives.

The positioning of the wooden fence, forming a rigid line from either side of the frame, abruptly divides the image, separating the menacing cyclone from the unaware man. This division by the fence serves as a symbol for being sheltered from the dangers that threaten us, yet not fully protected, as the cyclone dominates the image and approaches the low-lying fence. The large scale of the cyclone, with its centre positioned in the centre of the image, emphasises its

An articulate opening thesis which addresses the dual components of the question: both, 'the idea about human nature' and 'how Text 1 works to convey' it. Vocabulary such as 'consumed' and 'oblivious' are very effective choices.

The candidate contextualises their examples from the text beautifully here, revealing a strong understanding that composition refers to the placement and arrangement of elements in relation to each other.

The response cleverly links the discussion of composition with camera shot type rather than dealing these aspects separately. However, shot type is discussed fleetingly and not revisited again, although it is identified as a critical aspect of construction in the thesis. The response would have been just as strong if the focus was narrowed simply to composition alone, especially given the continued detailed focus on this element.

Sophisticated vocabulary, such as 'menacing', 'insignificant', 'passive' and 'pervade' allows the candidate to explain the idea represented in the text convincingly. However, the assertion that the cyclone 'usurps the majority of the image' is a little overstated; 'dominates' may have worked as a better alternative to 'usurps'.

This paragraph also centres on observations about composition so a paragraph break is not strictly necessary.

An impressive discussion of the way that various compositional elements, such as division of the image, scale, proximity and positioning of elements, together contribute to the idea that the male subject is 'unaware' of the looming danger.

dangerousness and proximity to the man. The tonal contrast between the centre of the cyclone, which extends as a dark, leading line toward the fence, and its outer parts which extend across the frame, convey how the man's obliviousness will soon be disrupted by the cyclone's approach, targeted through the centre of his yard. This conveys the idea that it is human nature to be occupied by our own lives and unaware of the destruction around us which can have dangerous and inevitable consequences.

The response continues to offer a very detailed analysis of the image with a particular focus on compositional elements.

Reference to specific aspects of arrangement, such as leading lines and framing, reveal a very impressive grasp of composition. Better still is the candidate's ability to connect these aspects to the idea conveyed by the image, which is a perceptive and carefully considered one, powerfully driven home in the final sentence.