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**Year 12 ATAR English**

**Task 4 Summative Comments**

Please note the observations below to target-set and to consider ways in which you might improve your approach in your Semester 1 examination next week.

**Areas for Development- Content**

* The titles of the texts are High Noon and The Dressmaker. No other variations are acceptable, and it doesn’t inspire confidence in your examiner if you spell the titles of the texts incorrectly. Please note that the titles are underlined.
* The Dressmaker was **DIRECTED** by Jocelyn Moorhouse and was **RELEASED** in 2015. Please use this link to spell the names of characters correctly: <https://www.imdb.com/title/tt2910904/>
* High Noon was **DIRECTED** by Fred Zinnemann and was **RELEASED** in 1952.
* High Noon belongs to the Western genre. Please use this link to spell the names of characters correctly: <https://www.imdb.com/title/tt0044706/?ref_=fn_al_tt_1>
* The Dressmaker does not belong to the Western genre. It is a revenge comedy BUT it borrows heavily from the Western genre.
* Spell archetype and stereotype correctly.
* Power and status and connected and are features of the largely patriarchal society constructed by both texts. Kane’s power comes from his status as a (former) marshal, his gender in a patriarchal society, the symbolism of his tin star, the phallic symbolism of the gun. Tilly’s power largely comes from the weaponization of her dresses, while she has no power or status beyond that.
* Consider the ways in which the outsider is constructed in each text. Even though Kane is a high-status character, he is also constructed as an outsider, a morally just man in a vaguely immoral society, which is also constructed as hypocritical within a conservative Christian context. Helen Ramirez is an outsider for many reasons; her ethnicity as a Mexican, her gender, the text alludes to her sexual promiscuity, her provocative attire, her financial independence. Amy Kane is a Quaker and this ‘others’ her in the eyes of the protestant parson in the church scene. Sergeant Farratt is a crossdresser and his construction promotes him as an outsider. Teddy and Barney are outsiders. Molly too.
* The Western genre is a very masculine genre. It constructed its characters within a deeply patriarchal context.
* If you’re writing about Helen Ramirez, she is a femme fatale and if you’re writing about Amy Kane, she is a damsel in distress. You’ve got this information already but relatively few people chose to use it.
* Please use all the resources on the ATAR English blog to help guide your reading of these texts. There is a wealth of information on there, which would add sophistication to your insight.
* Think about how setting is constructed through specific reference to the text.
* Symbolism is important. The phallic symbolism of Kane’s gun reinforces the masculine Western genre and reinforces a patriarchal construct of society. The tin star is a symbol of Kane’s status and power. When he discards it, he is showing his contempt for the townspeople. Tilly’s sewing machine is a weapon, as are the golf balls. The weaponization of Tilly’s dresses, make sure you explore the symbolism of the red dress. Amy’s white wedding dress constructs her as virginal and pure.
* Damsel in distress, femme fatale, hero and villain. Please spell these terms correctly and use them accurately.

**Areas for Development- Writing About the Texts**

* Introduction structure still needs some work. Your thesis statement is your overall argument, which is then broken down into your topic sentences which should develop this argument in a clear and unambiguous manner. The global sentence should go beyond stating the entirely obvious.
* Your introduction should use the key words from the question to signpost the relevance of your response to the demands of the question.
* Many responses dealt with the texts too generally and acted, in effect, like plot/character summaries with little insight into specific scenes, how these were constructed and how the construction might position/invite a specific response from the viewer.
* Some students need to revise effective body paragraph structure.
* Avoid vague statements like ‘this has an effect on the viewer’ (for ex) without saying what that effect is, how it was constructed, in what part/section/scene of the text and how that might invite a specific response.
* Many students didn’t really explore how the construction of character through specific visual conventions invites a specific response from the viewer.
* I prefer ‘viewer’ to audience as it is a more accurate term.
* Topic sentences need to establish a clear argument and not simply summarise character or plot.
* Spell character names correctly. Spell titles of each film correctly.
* Make sure the question is fully deconstructed before you begin writing. In many responses, there was no evidence of planning.
* Body paragraph structure needs some work. Remember that the structure of a body paragraph doesn’t change for a comparative response.
* Discourse, in some responses, wasn’t particularly sophisticated. You need to sound like you know what you’re talking about in a sophisticated and controlled manner.
* While you do need to add some context, some responses were characterised by rather too much of it. One or two short sentences (at most) would be sufficient. Some responses contained too much and this led to responses which were very general.
* Remember to use clear discourse markers to transition between your texts, particularly in your topic sentences where you switch to writing about a different text. There is a list of connectives on the English blog.
* There is an effective structure on the Year 12 English blog for you to follow. Please use it.

Useful links:

<https://blogs.ststephens.wa.edu.au/12atarengdun18/>

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2>