

Design an Assessment Booklet

Introduction

Statement of student group

This assessment booklet is designed for stage 4, year eight students studying English. The topic, “Appropriating Fairy Tales”, is a film study that involves the comparison of values and contexts through an analysis of film techniques. Although various fairy tales are explored, “Rapunzel” and “Tangled” are prescribed texts.

The assessments are designed for students who achieve state average or above in standardised testing for writing, reading and comprehension, in tests such as NAPLAN completed in year seven. Students with lower literacy levels are still able to complete the assessment booklet with additional literacy support and explicit focus on vocabulary.

Item sets will not be delivered in one sitting. Students will complete item sets throughout the program of study to check for understanding and provide opportunity for students to personally reflect and improve their learning. The booklet has been divided into four parts, Part A: contains, multiple choice, completion, matching and true/false item types; Part B: contains short answer responses; Part C: contains an extended response; and Part D: contains a product item type. Part A and B are to be completed within single class lessons, in 40-minute time frame allocated throughout the term. Part C will be completed at the end of the film comparison unit within a 40-minute time frame. The extended response will be completed in examination conditions. Part D is to be completed over three weeks, where students are required to submit a draft product containing edits, a final copy and a written reflection of their learning.

Differentiation is evident in the increase of mark allocations from 1-20 marks. Multiple choice, completion, matching and true/false item type questions are each worth one mark. Item sets such as the short answers, extended response and product type are more heavily weighted because they demand higher cognitive load processes, as per Bloom’s Taxonomy. These higher cognitive tasks include analysing, evaluating, reflecting and creating. All students should be able to accurately answer Part A of the paper, with most students able to achieve high marks in Part B (short answers) also. Assessments such as the extended response and product will provide an opportunity to differentiate between high performing and low ability students.

In order to successfully complete components of the assessment booklet, students are required to have knowledge about ATEAL paragraph structures. These would be explicitly taught during class and students would be presented with countless opportunities to practice the ATEAL structure. Using this paragraph structure, students will have a greater chance at success in the discriminator in the short answer and in the extended response item sets. The assessment booklet explicitly states when the use of the ATEAL structure is required.

A – Argument

T – Techniques

E – Example

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A – Analysis

L – Link

NESA Stage 4 Student Learning Outcomes (NESA, 2017)

EN4-1A: Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A: Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B: Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B: Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-9E: Uses, reflects on and assesses their individual and collaborative skills for learning

Clear statement of the learning intentions

EN1 Identify and describe increasing knowledge of film vocabulary, text structure and language features to understand the content, context and values of texts

EN2 Explain and use language forms, features and structures of film texts appropriate to a range of purposes, audiences and contexts

EN3 Accurately analyse the way purpose, values and context affect a composer's choices of content, and language forms, features and structures of texts to creatively shape meaning

EN4 Evaluate the effectiveness of language forms, features and structures to create meaning in texts that reflect different contexts and values

EN5 Reflect on and assess own learning experienced in individual and collaborative learning against specific criteria, using reflection strategies such as self-reflection, editing and resubmissions

EN6 Create imaginative texts that draw upon text structures and language features of other texts for particular purposes and effects

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Table of Specifications

Topic	Learning Intentions	Remember	Understand	Apply	Analyse	Evaluate	Create	Marks per q	%
Fairy Tale Film Study: Film techniques & a comparison of Values and Context Texts: Rapunzel & Tangled	Identify and describe increasing knowledge of film vocabulary, text structure and language features to understand the content, context and values of texts.	Multiple Choice Item Type Q1-5						1 Mark	5%
		Completion Item Type Q1-5						1 Mark	5%
	Explain and use language forms, features and structures of film texts appropriate to a range of purposes, audiences and contexts		Matching Item Type Q1-5	True/False Item Type Q1-5				1 Mark	10%
	Accurately analyse the way purpose, values and context affect a composer's choices of content, and language forms, features and structures of texts to creatively shape meaning.				Short Answer Item Type Q1-5			(ranges from 2-5 Marks) Based on rubrics	25%
	Evaluate the effectiveness of language forms, features and structures to create meaning in texts that reflect different contexts and values					Extended Response Question		20 Marks based on rubric	25%
	Reflect on and challenge own individual and collaborative learning, against specific criteria, using reflection strategies such as self-reflection, editing and resubmissions						Product: Written Reflection	20 Marks Based on Rubric	30%
	Create imaginative texts that draw upon text structures and language features of other texts for particular purposes and effects						Product: Imaginative writing		
		10	5	5	20	20	20	80 Marks	100%

Statement about assessment purpose

The assessment booklet is designed as a formative assessment. It will be used to monitor student learning so that feedback can be provided to improve student learning and teaching strategies. The formative assessments will be used clarify student understanding, learning and ability. Part A, B and D will form the formative assessment tasks in the booklet. Formative assessment items include multiple-choice, completion, matching and true/false item types. The answers to these items will be discussed in class, and the answer keys are provided in the appendices with rationales to aide student memory and comprehension of content.

The extended response and product item types are also formative assessments. These are designed to provide explicit opportunities for students to assess and reflect on their own learning through processes of evaluation and creation. The extended response item type will be used as an assessment for student learning to demonstrate improvements throughout the term. Moreover, the creation of an appropriated fairy tale and written reflection encourages students to take responsibility for their own learning. (NESA, 2017).

Part A

Multiple Choice Item Set

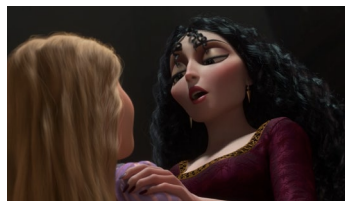
Directions:

The following questions are multiple choice questions. They relate to the film techniques used in the analysis of Tangled.

Circle **ONE** correct answer from the options provided.

Q1. With reference to **stimulus V** below, what camera angle shot is being used by the director to demonstrate Gothel's position of power? (1 Mark)

- A. Canted Angle Shot
- B. Wide Angle Shot
- C. High Angle Shot
- D. Low Angle Shot



Stimulus V

Q2. With reference to **stimulus W** below, what Framing shot is being used by the director to convey the character's emotions? (1 Mark)

- A. Extreme Close Up Shot
- B. Extreme Long Shot
- C. Extreme Two Shot

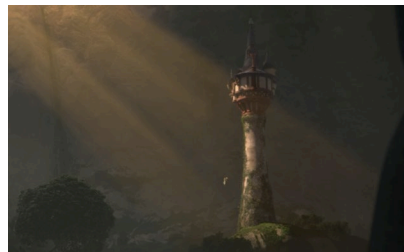
D. Extreme Master Shot



Stimulus W

Q3. After Flynn Rider cuts Rapunzel's hair and the magic healing powers age Gothel, the evil witch falls from Rapunzel's tower. As seen in **stimulus X** below, what lighting technique is being used to emphasise Gothel's fall? (1 Mark)

- A. Back lighting
- B. Side Lighting
- C. High Lighting
- D. Low Lighting



Stimulus X

Q4. With reference to **stimulus Y** below, identify the tropological technique used in the dialogue between Flynn Rider and Rapunzel when describing the impact of Rapunzel's decision to leave Gothel. (1 Mark)

- A. Metaphor
- B. Simile
- C. Personification
- D. Metonym

Rapunzel: "Crush her soul?"

Flynn: "Like a grape!"

Rapunzel: "She would be heart broken, you're right..."

Stimulus Y

Q5. With reference to **stimulus Z** below, what type of repetition is used to emphasise the impact of Rapunzel's realisation about her belonging to the kingdom? (1 Mark)

- A. Adnominatio
- B. Anadiplosis
- C. Anaphora
- D. Antistasis

"And at last I see the light

*And it's like the sky is new
And it's warm and real and bright
And the world has somehow shifted..."*

Stimulus Z

Completion Type Item Set

Directions:

- Read each paragraph below carefully and fill in the blanks with the correct answer.
- The answers may be more than one word.

Q1. Films contain a variety of _____ that enable the composer to convey ideas and values. (1 Mark)

Q2. At the beginning of films, a/an _____ shot is taken from an airborne device, or from directly above like a bird. This shot tracks the landscape and indicates the setting or location of the plot. (1 Mark)

Q3. As the film progresses and the audience meets the characters, different shots are used to demonstrate a character's point of view. A/An _____ shot reveals a character's perspective because the audience can see the action of the plot from their eyes. (1 Mark)

Q4. Composers want to enhance the experience of watching a film by establishing emotional and intimate connections between the characters and the audience. To do so, the most effective shot used to convey a character's emotions is a/an _____ (1 Mark)

Q5. Composers also convey important information about characters through other means. _____, otherwise known as the characters' dress, illustrate important information about the characters background, intended adventure or if they are an evil character. (1 Mark)

Matching Type Item Set

Directions:

- Match the fairy tale to the main character.
- There is only **ONE** character that matches each fairy tale.
- Complete your answer in the answer section provided below titled: **Student Answer Section**
- Write the name of the character **AND** the letter that corresponds with the name in the space provided.
- Circle the gender of the main character in the "gender" column.
- Each question is worth 1 mark

(Note: There is an additional character that does not correspond to a fairy tale listed. No action is required)

<u>Disney Fairy Tales</u>	<u>Main Characters</u>
1. Tangled	A. Elsa

2. Frozen 3. Pinocchio 4. Aladdin 5. Mulan	B. Li Shang C. Princess Jasmine D. Rapunzel E. Merida F. Jiminy Cricket
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Student Answer Section

Fairy Tale	Main Character	Gender
1. Tangled		Male Female
2. Frozen		Male Female
3. Pinocchio		Male Female
4. Aladdin		Male Female
5. Mulan		Male Female

True / False Item Set

Directions:

The following questions are True/False questions. Read each statement carefully. If the statement is true, circle T and go onto the next question. If the statement is false, circle F and rewrite the statement on the lines provided so that the new statement is true.

T F Q1. The 2010 film Tangled is an appropriation of the original film, Sleeping Beauty. (1 Mark)

T F Q2. ‘Gender Roles’ are the roles or behaviours learned by a person as appropriate to their gender. This is determined by the prevailing cultural norms. (1 Mark)

T F Q3. Diegetic sounds belong to the world of the characters within the film. The song “*Flower gleam and gloom, let your powers shine*”, is an example of **diegetic sound** in the film, Tangled. (1 Mark)

T F Q4. In the opening scene of Tangled, Flynn Rider’s narrative voice over presents the story from an **omniscient** point of view. (1 Mark)

T F Q5. The purpose of appropriation is to deliberately change the ideas and values expressed within the original text. (1 Mark)

Part B

Short Answer Item Type

Directions:

- Attempt each question to the best of your ability.
- Write the answer to each question on the lines provided.

Q1. Describe **how** costuming and colour symbolism are used in Tangled, to demonstrate Rapunzel's femininity. (2 Marks)

Q2. Identify and explain one value held about gender roles in the context of the original fairy tale, Rapunzel. (3 Marks)

Q3. **Analyse how** the male protagonist in Tangled, Flynn Rider, differs to the original male protagonist in Rapunzel, The Prince. Make explicit comparisons between their **characterisation**.

(4 Marks)

Q4. Based on the final scene of the movie Tangled, justify **what** the composer values about **female gender roles** in contemporary society. Make explicit detailed reference to the **final scene** and **film techniques** that prove the composer's values. (5 Marks)

Q5. Compare **how** the original fairy tale, Rapunzel, and the appropriated version, Tangled, reveal insights into **changing values** about the female heroine. Use the ATEAL paragraph structure to organise response. (6 Marks)

Part C

Extended Response Item Type

*“Studying fairy tales offers new insights into **how** societal values about gender roles in different contexts are incompatible.”*

Question: **Evaluate** the extent to which you agree with the statement above.

In your response make detailed reference to the prescribed fairy tales studied in class.

The prescribed texts are:

1. Rapunzel
2. Tangled

Directions:

You are required to write an **evaluative** extended response using the ATEAL method studied in class.

In your extended response, include an analysis of **HOW** language forms, features and structures have shaped meaning within the texts.

Analytical body paragraphs should be written in **ATEAL** structure:

A – Argument

T – Techniques

E – Example

A – Analysis

L – Link

Part D

Product Item Type: Fracture A Fairy Tale & Written Reflection

Question: Create an imaginative piece of writing that appropriates an original fairy tale of your own choosing.

The chosen original fairy tale cannot be Rapunzel.

This task contains **three** parts and each part **must** be submitted by 3.00pm on the allocated due date.

Directions:

Part 1

Create a piece of imaginative writing that represents your understanding of fairy tales and the ways they can be appropriated in different cultural contexts (600 – 700 words +/- 10%)

Due Date: Wednesday, Week 6

Part 2

Edit your draft and submit **both** the draft containing edits and the final copy of the imaginative writing

Due Date: Wednesday, Week 7

Part 3

Include with your appropriation of a fairy tale, a written reflection on what you have learned in class that has contributed to your imaginative writing. (200 words +/- 10%)

Due Date: Wednesday, Week 8

Rubric:

You will be assessed on your ability to:

- Create an imaginative text demonstrating understanding of appropriation
- Express fairy tale ideas, values and conventions
- Control language, form and structure
- Compose a written reflection on learned class content

Extended Response Rubric

<u>Criteria</u>	<u>A grade (20-17)</u>	<u>B grade (16-13)</u>	<u>C grade (12-9)</u>	<u>D grade (8-5)</u>	<u>E grade (4-1)</u>
Evaluation addressing the statement and question	Evaluates skillfully the extent to which “ <i>Studying fairy tales offers new insights into how societal values about gender roles in different contexts are incompatible</i> ” is represented in both prescribed texts	Evaluates effectively the extent to which “ <i>Studying fairy tales offers new insights into how societal values about gender roles in different contexts are incompatible</i> ” is represented in both prescribed texts	Evaluates the extent to which “ <i>Studying fairy tales offers new insights into how societal values about gender roles in different contexts are incompatible</i> ” is represented in both prescribed texts	Describes the extent to which “ <i>Studying fairy tales offers new insights into how societal values about gender roles in different contexts are incompatible</i> ” is represented in both prescribed texts	Attempts to describe how “ <i>Studying fairy tales offers new insights into how societal values about gender roles in different contexts are incompatible</i> ” is represented in one prescribed text
Relationship between text, values, context and meaning using textual references	Demonstrates skillfully an understanding of the relationship between texts, values, contexts and meaning using aptly chosen detailed references from the prescribed texts	Demonstrates effectively an understanding of the relationship between texts, values and contexts using well-selected, detailed textual references from the prescribed texts	Demonstrates sound understanding of the relationship between texts, values and contexts using selected textual references from the prescribed texts	Demonstrates basic understanding of the relationship between texts and contexts using basic textual references from the prescribed texts	Demonstrates limited understanding of the relationship between texts and contexts using limited textual references from the prescribed texts
Control of language forms, features and structures	Demonstrates a skillful analysis how of language forms, features and structures express complex ideas with clarity and originality	Demonstrates an effective analysis of how language forms, features and structures express complex ideas with clarity and originality	Demonstrates sound analysis of how of language forms, features and structures express complex ideas with clarity	Demonstrates a basic description of how language forms, features and structures express complex ideas	Demonstrates a limited description of some language features used to express complex ideas
ATEAL paragraph appropriate to, purpose, form and audience	Composes a skilful extended response using the ATEAL structure and language appropriate to audience, purpose and form	Composes an effective extended response using the ATEAL structure and language appropriate to audience, purpose and form	Composes a sound extended response using the ATEAL structure and language appropriate to audience, purpose and form	Composes a basic extended response using structure and language appropriate to audience, purpose and form	Composes a limited response appropriate to audience, purpose and form

Product Assessment Rubric: ‘Fracture a Fairy Tale’ & Written Reflection

<u>Criteria</u>	<u>A grade (20-17)</u>	<u>B grade (16-13)</u>	<u>C grade (12-9)</u>	<u>D grade (8-5)</u>	<u>E grade (4-1)</u>
Creating an imaginative text demonstrating understanding of appropriation	Demonstrates a sophisticated ability to compose a sustained imaginative text that demonstrates a highly-developed understanding of appropriation	Demonstrates well-developed ability to compose a sustained imaginative text that demonstrates a perceptive understanding of appropriation	Demonstrates sound ability to compose a sustained imaginative text that demonstrates a sound understanding of the conventions of appropriation	Demonstrates a basic ability to compose a sustained imaginative text that demonstrates understanding of appropriation	Demonstrates a limited ability to compose a sustained imaginative text that demonstrates understanding of appropriation
Expression of fairy tale ideas, values and conventions	Demonstrates with flair and insight, the ways ideas, values and conventions associated with the fairytale genre can be expressed	Demonstrates effectively the ways ideas, values and conventions associated with the fairytale genre can be expressed	Demonstrates sound understanding of the ways ideas, values and conventions associated with the fairytale genre can be expressed	Demonstrates basic understanding of the ways ideas and values associated with the fairytale genre can be expressed	Demonstrates limited understanding of the ways ideas associated with the fairytale genre can be expressed
Control of language, form and structure	Demonstrates sophisticated control of language, form and structure to express complex ideas with clarity and originality	Demonstrates well-developed control of language, form and structure to express complex ideas with clarity	Demonstrates sound control of language, form and structure to express complex ideas with some clarity	Demonstrates basic control of language, form and structure to express ideas	Demonstrates limited control of language, form and structure to express ideas
Written reflection on learned class content	Includes a sophisticated written reflection on the relationship between learned classroom content on fairy tales, the values expressed and context	Includes a well-developed written reflection on the relationship between learned classroom content on fairy tales, the values expressed and context	Includes a sound written reflection on the relationship between learned classroom content on fairy tales, the values expressed and context	Includes a basic written reflection on the relationship between learned classroom content on fairy tales, the values expressed and context.	Includes a limited written reflection on the relationship between learned classroom content on fairy tales, the values expressed and context.

Scope and Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 4	<p>Appropriated Fairy Tales: Rapunzel and Tangled: Film comparison – looking at the changes in context and values in Disney films. How does the representation of women, gender roles and agency change from the Grimm Brother’s version of Rapunzel, and the 2010 film, Tangled? Assessment: Create their own fairy tale story – design a trailer to</p>						
	<p>Lesson 1 Introduction to Fairy tales – enhance prior knowledge of tales, stories, purpose, examples Class discussion, mind map, watch videos, show books Lead on that their assessment tasks will be on fairy tales – will have to write their own</p>	<p>Lesson 5 Review film Begin watching opening scene again Use techniques to analyse Students to take notes on template provided – scaffold response ATEAL</p>	<p>Lesson 9 Introduction to Tangled Context Values What is the story Use a graphic organiser to compare plots of movies Recap on the film techniques</p>	<p>Lesson 13 Begin analysing the opening scene of film – how does it compare to Rapunzel Film techniques used to convey values</p>	<p>Lesson 17 Discuss how values have changes over time Is this good / bad? Why Students to drive responses</p>	<p>Lesson 21 Consolidate learned information Students to ask questions to clarify This is a study / revision session ATEAL paragraphs to be completed to given questions</p>	<p>Lesson 25 Allow class time for students to develop their fairy tales Answer any class questions / individual questions</p>
	<p>Lesson 2 Recap on film techniques Hand out film resource booklet Ask students to orally identify techniques and describe them</p>	<p>Lesson 6 Continue analysing film – Draw explicit attention to the values being shown Women Gender roles Agency ^ key vocabulary Reinforce the techniques booklet</p>	<p>Lesson 10 Begin watching Tangled Ask students to note story and make specific notes about female protagonist End of lesson: quick discussion and clarification of notes</p>	<p>Lesson 14 Continue film analysis – Explicit technique analysis Women Gender roles Agency Remind students assessment will be a creation of a fairy tale and trailer</p>	<p>Lesson 18 Model short answer responses to questions about the original film and the appropriated fairy tale (Rapunzel vs Tangled) Students to coy and break down</p>	<p>Lesson 22 Time allocated for students to work on either: Extended response practice questions OR Appropriated fairy tale</p>	<p>Lesson 26 Reviewing film techniques, film analysis and ATEAL structure</p>
	<p>Lesson 3 Introduction to Rapunzel History of the story, context written in, What the story is about Begin watching Disney’s Rapunzel film</p>	<p>Lesson 7 Complete a class quiz / kahoot Class Socratic circle – looking at the values presented in the film – how has the context influenced this</p>	<p>Lesson 11 Continue watching film Students take notes on values, context and gender roles To complete ATEAL paragraph for homework</p>	<p>Lesson 15 Students to complete Assessment task booklet Part A in class. 40 minutes allocated</p>	<p>Lesson 19 Students to complete Part B of the assessment booklet within the class period: 40 minutes allocated time</p>	<p>Lesson 23 Assessment booklet Part D first part due by 3.00pm: draft of fractured fairy tale Continue working on extended response practice questions</p>	<p>Lesson 27 Assessment booklet Part D second part due by 3.00pm: edited draft and final copy of appropriated fairy tale Students to continue practising extended responses</p>
	<p>Lesson 4 Continue watching Rapunzel Encourage students to take notes if they want to – techniques, attitudes towards gender</p>	<p>Lesson 8 Begin to think about the new values presented in today’s society Students to brainstorm in pairs fairy tales made today – e.g. frozen What is different about these fairy tales Class discussion – students to take notes if needed</p>	<p>Lesson 12 Finish watching Tangled Complete visual organiser comparison noting similarities and differences between films</p>	<p>Lesson 16 Students to Complete an ATEAL paragraph in class: Differences and similarities between the values of the films – how techniques used show this hand to teacher</p>	<p>Lesson 20 Review lesson: Consolidation of notes Analysis of film techniques Review of values about gender roles</p>	<p>Lesson 24 Allocate time for students to edit and make notes on copies of their draft imaginative writing that was submitted. Offer support and guidance for editing where necessary for students</p>	<p>Lesson 28 Assessment booklet part C: extended response to be completed in class: 40 minutes allocated time. (Assessment booklet Part D final part due by 3.00pm: written reflection Wednesday, week 8)</p>

Reference

Greno, A, & Howard, B. (2010). *Tangled*. United States of America. Disney.

NESA. (2017). Assessment for, as and of learning. Retrieved from <https://syllabus.nesa.nsw.edu.au/support-materials/assessment-for-as-and-of-learning/>

NESA. (2017). Stage 4 Outcomes: English. Retrieved from <https://syllabus.nesa.nsw.edu.au/stage-4-outcomes/>