

Name: [REDACTED]

31.7.23

ENGLISH 11 ATAR

Semester Two 2023

Task 1 Comprehending/Comparison

(Weighting: 10%)

In this assessment there are **two questions** and **two texts**. Answer both questions.

You are required to comprehend and analyse unseen written and visual texts and respond concisely in approximately 200-300 words for each question.

Working time : One hour. This includes reading, planning and writing time.

Short Answer Question 1

Discuss how Elizabeth Alexander raises awareness about social injustice in this extract from her article, 'The Trayvon Generation'.

Plan here:

What?
Constant dehumanisation
against AA's
- How quickly they're
killed

How?
- Listing
- Anaphora
- Short/long syntax

Short Answer Question 2

Compare how a perspective on loss is constructed in both texts.

Plan here:

1
- Metaphor
- Anaphora
↓
reinforces
how strong she
tried to be
↓
Katie ultimately
failed

Mother's pain
of being unable
to protect
their children
from the
world

2
- mother's grieving face
- Baby silhouette cut out
- Blue hand → GF being choked

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Task 1: Short Answer Comprehension/Comparison (10%)

Question 1: Discuss how Elizabeth Alexander raises awareness about social injustice in this extract from her article, 'The Trayvon Generation'.	Marks
Comprehension and use of supporting evidence to engage with the question	7/10
Insightful and perceptive comprehension of the text that engages with all aspects of the question; provides pertinent evidence to enhance analysis; sophisticated use of metalanguage.	9-10
Clear and logical comprehension of the text that engages with most aspects of the question; provides relevant evidence to develop and support analysis, using appropriate metalanguage.	7-8
Satisfactory comprehension of the text that engages with some aspects of the question; provides some evidence to support analysis with some use of metalanguage.	5-6
Limited comprehension of the text and/or limited attempt to engage with the question; limited evidence and use of metalanguage to support analysis.	3-4
Minimal comprehension; response may not engage with the question; very limited/no evidence provided to support analysis; absence and/or incorrect use of metalanguage	0-2
Structure and style/expression	4/5
Produces an articulate, concise and cohesive analysis; sustains control of grammar, vocabulary, spelling & punctuation.	5
Produces a logical, organised and clearly expressed analysis; controls most of the mechanics of grammar, spelling and punctuation.	4
Produces an organised analysis, with mostly clear expression; controls some of the mechanics of grammar, spelling and punctuation.	3
Poorly organised response; demonstrates limited control of the mechanics of grammar, spelling and punctuation.	2
Limited demonstration of structure and expression; grammar, spelling and/or punctuation errors compromises meaning	0-1
Total	11/15

Comment: This is a tight, well constructed response. The evidence you choose to discuss compliments each other, leading to a cohesive piece. You identified some of the nuances, by considering the significance of the title.

Question 2: Compare how a similar perspective on loss is constructed in Text 1 and Text 2.	Marks
Comprehension and use of supporting evidence to engage with the question	9/10
Perceptive comparison of texts through cohesive analysis of written and visual language features and their relationship to purpose, audience and form; sophisticated use of metalanguage.	9-10
Meaningful comparison of texts through logical analysis of written and visual language features and their relationship to purpose, audience and form; uses appropriate metalanguage	7-8
Some relevant comparison of text through discussion of written and visual language features. Makes some links to purpose, audience and form; some correct use of metalanguage.	5-6
Limited comparison of texts. Identification of a limited range of text features. Limited connections made to purpose, audience and form; limited or incorrect use of metalanguage	3-4
Not attempted or entirely irrelevant analysis.	0-2
Structure and style/expression	5/5
Produces an articulate, concise and cohesive analysis; sustains control of grammar, vocabulary, spelling & punctuation.	5
Produces a logical, organised and clearly expressed analysis; controls most of the mechanics of grammar, spelling and punctuation.	4
Produces an organised analysis, with mostly clear expression; controls some of the mechanics of grammar, spelling and punctuation.	3
Poorly organised response; demonstrates limited control of the mechanics of grammar, spelling and punctuation.	2
Limited demonstration of structure and expression; grammar, spelling and/or punctuation errors compromises meaning	0-1
Total	14/15

Comment: An excellent analysis that integrates evidence seamlessly to make the key points. You have astutely identified the shared perspective of both texts.

Q1: Discuss how Elizabeth Alexander raises awareness about social injustice in this extract from her article 'The Trayvon Generation'.

Published a month after George Floyd's death, 'The Trayvon Generation' is an article written by Elizabeth Alexander to raise awareness about the prevalence of 'anti-black hatred and violence' having a lasting impact on the new generation she aptly calls the 'Trayvon Generation'. Alexander opens with anaphora, ~~and~~ ^{and} ~~stert~~ ^{stert} syntax writing that, 'This one was shot in his grandmother's yard. This one was carrying a bag of skittles.' ~~This is done~~ By omitting the names of those killed, Alexander conveys the idea that African American killings are so commonplace, we remember the victims as just another number - rather than who they were. She then uses listing when she writes that 'One was jogging, was hunted down, cornered by a pickup truck, and shot three times', suggesting that African Americans can be going about their daily lives as a regular civilians but within a few short minutes end up dead - which is ~~it~~ how they are killed so often. It's because of these seemingly ~~unseen~~ ^{unseen} killings that Alexander calls the current generation of young African Americans, the 'Trayvon Generation.' Using anaphora once more, she writes that '[t]hese stories formed their world view... The stories ~~were~~ ^{were} the ground soil of their rage. These stories instructed them that anti-black hatred and violence were never far,' and uses long syntax for that last sentence to state her main contention - ~~in~~ America is not a safe place if you are black. ~~However, as a mother, she felt~~ ^{Thus could be} stronger. As a mother of boys that belong to this generation, what is her biggest concern? ^{the generation of her sons}

25/30

Q1: Discuss how a similar perspective on loss is constructed in both Text 1 and Text 2.

Both 'The Trayvon Generation' and 'Analogous Colors' paint a perspective of loss as a mother's ~~striving to~~ failure to protect their children from the world. ✓
 Albeit, through ~~a~~ different modes, the both texts are influenced by the same context of America. Elizabeth Alexander, an African American mother herself retrospectively writes that she 'believed [she] could keep her sons safe by loving them.' It's because of this belief that she shielded her children 'when they were small,' 'when their father died', when their 'community's block watch sent emails warning residents about "two black kids on bikes" and praising neighbours who had called the police on them.' However, her 'armor' could only last so long, as she closes the ~~sp~~ article with what she failed to protect them from - the horrors of Philando Castille's killing, making use of ~~his~~ successive listing in the line, 'I wanted to burn all the newspapers so they would not see the gun coming in the window, the blood on Castille's T-shirt, the terror in his partner's face, and the eyes of his witnessing baby girl.' In the last sentence, ^{however,} she ~~was~~ realizes that she was too late because her children weren't looking at the newspaper ^{any more} - but their phones; and she uses a powerful metaphor to describe ^{that} what they saw was a 'house of mirrors straight to hell.' Similarly, 'Analogous Colors' reflects on a mother's pain by depicting a grieving African American mother. Using ~~symbolism~~ ^{using symbolism}, the mother's

excellent
point.

hand is blue ^{perhaps} in reference to her son, George Floyd but
 turning blue ^{as} as he's choked to death - representing
 how mothers feel their children's pain. Further
 reinforcing this is the silhouette of her child cut out, ^{and}
 in representation of the nature of how suddenly African ^{the}
 Americans are killed and the subsequent loss ^{brutality} associated
 of self-mothers feel when dealing with the loss ^{with} it.
 of their child. ^{Just} lastly, the names in the red border
 are of those killed by police or other racial killings.
 Their names are surrounded by red to convey the
 idea that their blood has been spilled as red
 carries violent connotations. Furthermore, the names
 are there to show that the this scene of a grieving
 mother has been repeated 35 times ^{more} with
 the others killed and their families torn apart.

superb.