

Fairy tale: origin, history and development

English Language Acquisition Phase 6 Summative Assessment Task

Important Reminders

Unit title

Telling Tales from Different Cultural Perspectives

Key concept

Creativity

Related concepts

Stylistic choices

Purpose

Global context

Personal and cultural expression: *Artistry, craft, creation, beauty*

Statement of inquiry

Narratives are creatively and purposefully crafted to express oneself and one's culture.

Instructions to students

You will study the following **audio and spoken and visual texts**:

"Fairy tales could be 6,000 years old" audio material. <http://www.breakingnewsenglish.com/1601/160124-fairy-tales.html> published 24 January 2016, accessed 12 February 2016. Total length 01 min. 36 seconds

"History of Fairytales" video produced by Gary Owens. <https://www.youtube.com/watch?v=NIFOIQU56FY> published 18 December 2012, accessed 12 February 2016 Total length: 05 minutes 45 seconds

"How old is the oldest fairy tale?" video produced by BrainStuff. <https://www.youtube.com/watch?v=M-h95bqsJLA> published 3 March 2016 accessed 6 March 2016 Total length: 03 minutes 10 seconds

Total overall length: 10 minutes 31 seconds

Answer the following questions in the space provided. Use your own words as much as possible.

Refer as closely as possible to the texts, justifying your answers and giving examples when asked.

Dictionaries are not allowed to be used in this task.

Answer the questions in English.

There is no prescribed time limit, although the task is to be completed in the exam conditions under the teacher's supervision.

You may listen to the audio text as many times as required.

Assessment

Criterion A: Comprehending spoken and visual text, phase 5

Source

Middle Years Programme Language Acquisition Guide. © International Baccalaureate Organisation, 2014, p.p. 81-82

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. has difficulty analysing information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty analysing conventions iii. engages minimally with the spoken and visual text by analysing few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. analyses adequately and draws some conclusion from information, main ideas and supporting details ii. analyses some conventions iii. engages adequately with the spoken and visual text by analysing some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions from a global perspective. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. analyses considerably and draws conclusions from information, main ideas and supporting details ii. analyses most conventions iii. engages considerably with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. analyses thoroughly and draws conclusions from information, main ideas and supporting details ii. analyses conventions iii. engages thoroughly with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Strand i

Evaluate and draw conclusions from information, main ideas and supporting details

1. Compare and contrast the three texts to define their shared goal. Refer to the texts to support your conclusion. (2 points)
2. According to the videos, what is the women's role in in the heritage conservation of fairytales as a genre? (2 points)

3. How was the name “fairy tale” coined? (1 point)

4. Analyse the texts to find evidence to support the opinion of the ancient origin of fairytales.
(3 points)

5. What does the title of Sara Graca da Silva's and Jamshid Tehrani in the journal “Royal Society Open Science” suggest about its content? Which tools did they use to prove their theory? (2 points)

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Strand ii

Interpret the author's choice of style, format and ideas to suit an intended audience and purpose

6. What is the general tone of the three texts (formal, sarcastic, ironic, aggressive, familiar, charming, rude, enthusiastic, etc.) and how is it modified in each of them to suit the specific purposes? (2 points)
7. Which fairy tale/folklore characters have you recognized as being used in the videos? How do the authors of the videos create mood through the visuals and how do the visuals support the narration? (3 points)

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8. Comment on the author's choice of the background music in "History of Fairytales". What effect do you think the music creates in the video? (2 points)

Strand iii

Engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

9. From the historical perspective, to what extent are linguistic origins reflected in folklore and fairy tales? Refer to the texts to illustrate the authors' position and extend to illustrate your opinion by providing examples from your own culture. (3 points)

10. What is your view on fairytales and folklore stories? Refer back to the conclusion made in the texts about the impact of fairytales on an individual person. Why would/would not you agree with this conclusion? (2 points)

11. How is creativity important in the genre of fairytales? Quote the text to support your position and your personal experience in any art form where your creativity had helped you to reach the desired response from the target audience. (3 points)

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12. Imagine you live in the 25th century. What would be an appropriate topic for a fairy tale to describe the life in the 21st century? Using “The Smith and the Devil” as an example provide a short summary of this imaginary fairy tale focusing on the major topic world issue the humanity is facing nowadays, the main character(s) and the message to be communicated to the future generations. (4 points)

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