# Sample Formal Assessment Task Notification

# English Advanced – Year 12

**Context:** This unit has provided students with opportunities to explore how composers use writing craft to represent the world to themselves and others. In particular students have been critically examining and experimenting with representations of character and point of view. This assessment task invites students to draw on their knowledge, understanding and skills that were developed through the *Craft of Writing* activities.

| **Task number:** 4 | **Weighting:** 25% | **Timing:** Term 3 |
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| **Outcomes assessed****EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning **EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts**EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments **EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued |
| **Nature of the task**In this task you will compose a reflection and a short story that demonstrate your knowledge of how composers use character and point of view to represent their views of the world.***Reflection***Drawing on specific examples of your experimentation with the concepts of character and point of view throughout the English Advanced Year 12 course*,* critically evaluate this statement. Write 300 words.*The choice of the point(s) of view from which a story is told is arguably the most important single decision that the storyteller has to make, for it fundamentally affects the way readers will respond, emotionally and morally, to the characters and their actions.*David Lodge in *The Art of Fiction****Short story***Throughout your study of *The Craft of Writing* you have explored the concepts of character and point of view. Compose a short story that calls the world into question through its exploration of character and point of view. Possible focus areas could include:* institutions and individuals
* leadership and public duty
* individuals who feel marginalised in society.

Write 500 words. |
| **Marking criteria**You will be assessed on how well you:* analyse the stimulus based on well-chosen supporting evidence from the texts studied in the Common Module and/or Modules A, B and/or C
* experiment with language to create a point to view from which to judge characters and the world the story represents
* express complex ideas through reflective and imaginative compositions.
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| **Feedback provided**Upon the return of the assessment task scripts, the teacher will discuss the general strengths and weaknesses in the compositions. |

**Marking guidelines**

| **A student:** | **Mark range** |
| --- | --- |
| * composes a perceptive response to the stimulus based on well-chosen supporting evidence from the texts studied
* communicates a compelling point of view that invites audiences to reconsider assumptions about the world
* demonstrates skilful control of language and structure to express ideas in a reflective and imaginative composition.
 | 21–25 |
| * composes an informed response to the stimulus based on relevant supporting evidence from the texts studied
* communicates an engaging point of view that invites audiences to reconsider assumptions about the world
* demonstrates effective control of language and structure to express ideas in a reflective and imaginative composition.
 | 16–20 |
| * composes a sound response to the stimulus based on some supporting evidence from the texts studied
* communicates a developed point of view about the world
* demonstrates sound control of language and structure to express ideas in a reflective and imaginative composition.
 | 11–15 |
| * composes a basic response to the stimulus based on a description of evidence from the texts studied
* communicates an basic point of view about the world
* demonstrates variable control of language and structure to express ideas in a reflective and imaginative composition.
 | 6–10 |
| * composes a limited response to the stimulus
* attempts to communicate a point of view about the world
* demonstrates limited control of language and structure to express ideas in a reflective and/or imaginative composition.
 | 1–5 |