# Sample Formal Assessment Task Notification

## English EAL/D – Year 11

## Module A: Language and Texts in Context

**Context:** In this unit, students developed their personal, critical and creative responses through interpreting and responding to short texts. Students have studied and reflected on a variety of short texts around the historical figure of Ned Kelly. These texts have included letters, biographies, prose fiction and film. Students examined the effects of language choices made by the composers in the communication of information, ideas, values and attitudes, and they experimented with the creation of their own texts for a variety of audiences, purposes and contexts.

| **Task number:** 1 | **Weighting:** 30% | **Timing:** Term 1 |
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| **Outcomes assessed****EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contexts**EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning**EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts**EAL11-7** understands and assesses the diverse ways texts can represent personal and public worlds |
| **Nature of the task****Part A*** Compose an imaginative, persuasive or informative text to represent a significant moment in your own life, or in the life of someone close to you.
* Compose a second text to represent the same significant moment, but from a different perspective.

Each text should be no more than 400 words. **Part B**Create a minimum of five annotations for each of your texts from Part A, which identify specific language or structural features that you chose to use. Each annotation must explain how you think the techniques you chose have helped achieve your desired effect. You will orally communicate these choices and explanations to your teacher.  |
| **Marking criteria**You will be assessed on how well you:* use the appropriate language forms and features to represent different perspectives
* analyse your language choices and their effect on meaning
* use appropriate conventions of spelling, grammar and syntax to communicate your ideas
* communicate your ideas orally.
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| **Feedback provided*** Written annotations on your two texts
* Written comments on the marking guidelines indicating strengths and areas for improvement
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**Marking guidelines**

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| **A student:** | **Mark range** |
| * skilfully transforms personal experience into imaginative, persuasive or informative texts for particular contexts and audiences
* analyses and evaluates critically the effects of the language forms and features used
* effectively uses conventions of grammar, sentence structure and punctuation
* communicates ideas fluently with effective control of voice.
 | 13–15 |
| * displays a well-developed ability to transform personal experience into imaginative, persuasive or informative texts for particular contexts and audiences
* analyses and evaluates the effects of the language forms and features used
* appropriately uses conventions of grammar, sentence structure and punctuation consistently.
* communicates ideas clearly with control of voice.
 | 10–12 |
| * displays a sound ability to transform personal experience into imaginative, persuasive or informative texts for particular contexts and audiences
* analyses the effects of the language forms and features used
* uses the appropriate conventions of grammar, sentence structure and punctuation
* communicates ideas with some control of voice.
 | 7–9 |
| * attempts to transform personal experience into imaginative, persuasive or informative texts with some awareness of context and audience
* describes the language forms and features used, with some explanation of their effect
* applies the conventions of grammar, sentence structure and punctuation inconsistently
* communicates ideas with variable control of voice.
 | 4–6 |
| * attempts to transform personal experience into imaginative, persuasive or informative texts
* describes the language forms and features used
* demonstrates a limited ability to apply the conventions of grammar, sentence structure and punctuation
* communicates ideas with limited control of voice.
 | 1–3 |