# Sample Formal Assessment Task Notification

# English Extension – Year 11 – Texts, Culture and Value

**Context:** In this unit, students have explored the ways that a variety of contemporary texts represent ‘the Other’. Students have explored the ideas of cultural appropriation, cultural narratives, representation, difference, power, colonisation and decolonisation in order to understand how experiences and processes of ‘othering’ are depicted in a variety of texts. In this assessment task, students draw on the texts studied in class to compose their own imaginative response that reflects key ideas explored in the unit.

| **Task number:** 1 | **Weighting:** 30% | **Timing:** Week 3, Term, 2 |
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| **Outcomes assessed****EE11-2** analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts, **EE11-3** thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts**EE11-6** reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity |
| **Nature of the task**Compose a 1500 word imaginative response [or equivalent for poetry, graphic fiction, etc.] that explores an experience that is marked by cultural difference and power structures. Model the writing, at least in part, on one of the texts studied in this unit and write a 200 word reflection on how that text influenced your own composition. |
| **Marking criteria**You will be assessed on your ability to:* use effective stylistic features to create an engaging imaginative text that explores cultural difference and power structures
* use appropriate linguistic choices to express understanding of the ways language shapes values and meaning
* use evaluative language to reflect on the stylistic choices made by different composers and the ways this informed the imaginative composition
* demonstrate control and clarity of language to express complex thought and expression.
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| **Feedback provided**Annotations on the script and detailed feedback on the marking guidelines sheet will be provided to each student. |

**Marking guidelines**

| **A student:** | **Mark range** |
| --- | --- |
| * composes a skilfully crafted imaginative text that explores an experience of cultural difference and power structures
* uses a highly effective range of language forms and features to express ideas
* demonstrates a highly developed ability to reflect on and explain the choices made as a writer
* demonstrates a highly developed ability to use language to communicate complex ideas.
 | 25–30 |
| * composes a well-crafted imaginative text that explores an experience of cultural difference and power structures
* uses an effective range of language forms and features to express ideas
* demonstrates a well-developed ability to reflect on and explain the choices made as a writer
* demonstrates a well-developed ability to use language to communicate complex ideas.
 | 19–24 |
| * composes an appropriately crafted imaginative text that explores an experience of cultural difference and power structures
* uses some language forms and features to express ideas
* demonstrates a sound ability to reflect on and explain the choices made as a writer
* demonstrates a sound ability to use language to communicate complex ideas.
 | 13–18 |
| * composes a simply crafted imaginative text that explores an experience of cultural difference and power structures
* attempts to use some language forms and features to express ideas
* demonstrates a basic ability to reflect on and explain the choices made as a writer
* demonstrates a basic ability to use language to communicate complex ideas.
 | 7–12 |
| * composes a poorly crafted imaginative text that explores an experience of cultural difference and power structures
* uses a limited range of language forms and features to express ideas
* demonstrates a limited ability to reflect on and explain the choices made as a writer
* demonstrates a limited ability to use language to communicate complex ideas.
 | 1–6 |

**Feedback:**