# Sample Formal Assessment Task Notification

# EAL/D English – Year 11 – Module B

**Context:** In Module B *Close Study of Text*, students have closely examined the context, form, language and ideas in Wayne Blair’s *The Sapphires.* They have developed their knowledge and skills to explore and analyse the ways in which texts are composed for particular audiences, purposes and contexts. They have studied the ways in which the director has shaped the audience’s understanding of and engagement with the setting, storyline, characters and themes. Students have developed their writing skills through the composition of a range of personal, creative and analytical texts through a close analysis of the composition of and ideas in key scenes from the film.

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| **Task number:** 2 | **Weighting:** 15% | **Timing:** Term 2 |
| **Outcomes assessed:****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**EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning |
| **Nature of the task:**You are to view an excerpt from the prescribed text, Wayne Blair’s *The Sapphires,* and answer four unseen questions in the allocated time.The excerpt used for this task will be selected from one of the following scenes:a) Singing ‘Yellow Bird’b) Performing ‘Today I started lovin’ you again’c) The difference between country and soul music scene – Singing ‘I’ll take you there’The first three questions will be related to the content presented in the excerpt with a focus on film techniques and language used by the director to communicate values and concepts within their text. The last question will be an extended response that requires you refer to the excerpt as well as the film as a whole. |
| **Marking criteria**You will be assessed on how well you:* engage with the questions demonstrating knowledge and understanding of the messages communicated through the excerpt
* display understanding of values, attitudes and ideas as represented through the excerpt and film as a whole
* use relevant textual evidence to support ideas
* use language appropriately to communicate ideas.
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| **Feedback provided:**Feedback will be provided through written annotations on the submitted task, as well as, comments on the marking guidelines specifying strengths and areas for improvement.Prior to students receiving their graded task, feedback will be provided to the class through a presentation. The presentation will identify and explain areas of strength and areas requiring improvement which were identified through the marking process. The teacher will also provide strategies for improvement based on the identified areas.Students observe and deconstruct a modelled response of the questions with teacher guidance. Ideally this would be a script from the class with the student’s prior permission. Students are provided with the marking guidelines and are asked to grade the response individually. The teacher explains the grade allocated and provides justification for the result. |

**Marking guidelines**

**Short answers**

**Question 1**

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| **Criteria** | **Marks** |
| * Composes a detailed overview of the scene
 | 2 |
| * Composes a simple overview of the scene
 | 1 |

**Question 2**

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| --- | --- |
| **Criteria** | **Marks** |
| * Explains how connection to culture is represented through the scene
 | 3 |
| * Describes how connection to culture is represented through the scene
 | 2 |
| * Identifies an aspect of culture depicted in the scene
 | 1 |

**Question 3**

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| **Criteria** | **Marks** |
| * Effectively explains the key ideas communicated through the scene
* Uses detailed textual evidence to support ideas
 | 4–5 |
| * Describes the key ideas communicated through the scene
* Uses some textual evidence to support ideas
 | 2–3 |
| * Makes a relevant statement about the scene
 | 1 |

**Extended response**

**Question 4**

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| **Criteria** | **Marks** |
| * Demonstrates a well-developed understanding of the values, attitudes and ideas represented in the film
* Provides detailed textual analysis to support ideas in a sustained and cohesive response
* Uses appropriate language to effectively communicate ideas
 | 9–10 |
| * Demonstrates understanding of the values, attitudes and ideas represented in the film
* Provides textual analysis to support ideas in a sustained response
* Uses appropriate language to communicate ideas
 | 7–8 |
| * Demonstrates some understanding of the values, attitudes and ideas represented in the film
* Provides some textual analysis to support ideas in a sustained response
* Uses language to communicate ideas
 | 5–6 |
| * Demonstrates a basic understanding of the values, attitudes and ideas represented in the film
* Provides a limited response with minimal textual evidence to support ideas
* Attempts to use language to communicate ideas
 | 3–4 |
| * Attempts to compose a response demonstrating limited understanding of the values, attitudes and ideas represented in the film
* Uses language with limited control to communicate ideas
 | 1–2 |