# Sample Formal Assessment Task Notification

# English EAL/D – Year 12

**Module B: Language, Identity and Culture**

**Context:** In this unit students have developed the skills and knowledge to explore, analyse and assess the ways meaning is shaped in relation to individuals, community, cultural identity and cultural perspectives. Students have studied and reflected on their prescribed text, Rolf de Heer’s *Ten Canoes*, as well as a range of other textual material. Through a close study of the film’s ideas, features and construction, students have considered and reflected on ways that texts can affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings. Students have undertaken a range of writing activities, such as persuasive, imaginative, critical and personal responses throughout the unit to assist in preparing for this task.

| **Task number:** 2 | **Weighting:** 25% | **Date Due:** Term 1, Week 8 |
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| **Outcomes assessed** **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts **EAL12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies **EAL12-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning **EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts **EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worlds  |
| **Nature of the task** You have been asked to prepare and record a review of the film *Ten Canoes* to be presented on a podcast program aimed at senior secondary students. Your review script should be between 3 and 4 minutes in length. The purpose of your review is to explore the effectiveness of *Ten Canoes* in helping people to understand the connections between language, culture and identity as explored in and through the film.To prepare for this task you should make notes that explain, analyse and evaluate (as needed) the following points:* film production details
* genre, purpose and context
* composition and cinematography
* the stories in the film and the ways they are told
* main characters and their portrayal by the actors
* themes and/or messages

Use the notes you created for the points above to help you decide how to organise your response into paragraphs, then draft, edit and submit your script along with your oral recording of the review. ***Language tips**** In drafting and editing your review you should focus on first person recount, active voice, the use of timeless present tense for descriptions and analysis and future tense for recommendation, and conversational register (eg ‘I enjoyed the film’s humour …’, ‘The film’s location settings are …’, ‘The film’s greatest strength lies in …’, ‘Anyone interested in Australian Indigenous society and culture will enjoy …’, etc.)
* When you record your review make sure you use your voice effectively to engage your audience, so consider the ways you use pace, tone and volume.
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| **Marking criteria** You will be assessed on how well you:* explain, analyse and assess how effectively the relationships between language, identity and culture are represented in the text
* adopt an appropriate text structure using segues and cohesive links
* sustain suitable style, register and language mechanics, demonstrating clear understanding of purpose, audience and context
* present an oral review with appropriate intonation and vocal control.
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| **Feedback provided** * whole class discussion
* written comments on marking guidelines regarding strengths and areas for improvement.
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**Marking guidelines**

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| --- | --- |
| **A student:** | **Mark range** |
| * demonstrates highly developed understanding of the relationship between language, identity and culture
* provides highly developed analysis and assessment of the ways *Ten Canoes* represents the relationship between language, identity and culture using relevant textual references to support ideas
* creates and delivers an engaging and cohesive film review, effectively using language and conventions of the form
* communicates ideas clearly and fluently with highly effective control of voice.
 | 21–25 |
| * demonstrates thorough understanding of the relationship between language, identity and culture
* provides considered analysis and assessment of the ways *Ten Canoes* represents the relationship between language, identity and culture, using relevant textual references to support most ideas
* creates and delivers a cohesive film review, using language and conventions of the form
* communicates ideas clearly with effective control of voice.
 | 16–20 |
| * demonstrates an understanding of the relationship between language, identity and culture
* provides sound analysis and some assessment of the ways *Ten Canoes* represents the relationship between language, identity and culture using textual references to support ideas
* creates and delivers a sound film review, using language and conventions mostly appropriate to the form
* communicates ideas with satisfactory control of voice.
 | 10–15 |
| * demonstrates some understanding of the relationship between language, identity and culture
* provides a description of the ways *Ten Canoes* represents the relationship between language, identity and culture using limited textual references to support some ideas
* creates and delivers a basic film review, demonstrating variable control of the language and conventions of the form
* communicates ideas with inconsistent control of voice.
 | 5–9 |
| * demonstrates limited understanding of the relationship between language, identity and culture
* creates and delivers a limited film review that describes some elements of *Ten Canoes*
* attempts to communicate ideas.
 | 1–4 |