# Sample Formal Assessment Task Notification

# English EAL/D – Year 12

# Module A: Texts and Human Experiences

**Context:** In this unit, students have developed the skills and knowledge to appreciate, explore, interpret, analyse and evaluate texts. Students explored a range of short texts in a variety of forms and media to support their study of the prescribed print nonfiction text *Unpolished Gem* by Alice Pung along with a related text of their own choosing. Through their study, students described and analysed the ways in which texts are acts of representation. They have considered the purpose and context of texts, and described and evaluated the use of structural, stylistic and linguistic elements to represent human traits, aspirations and behaviours.

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| **Task number: 1** | **Weighting: 25%** | **Timing: Term 4, Week 8** |
| **Outcomes assessed**  A student:  **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  **EAL12-3** 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  **EAL12-6** investigates and evaluates the relationships between texts  **EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worlds | | |
| **Nature of the task**  You will be required to engage in a conversation with your marking teacher about the human experiences reflected in a related text of your own choosing.  The focus of your conversation will be to persuade your teacher that your related text is suitable for a carefully selected collection of texts dealing with ‘Human Experiences’ that your school library is putting together to help support HSC students in their study of this module.  In your conversation you will need to explore how the experiences are represented, as well as the text’s connections to your prescribed text, *Unpolished Gem*.   * The conversation is to be approximately 4 minutes in length. Students may use palm cards with brief notes to help prompt and sustain the discussion, but they are not to be used as a script. * In your responses, your marking teacher will be looking for specific evidence and analysis to help support your views on both your related and prescribed texts.   In preparation for the task you will need to select a related text that you have read or viewed and make notes under the following headings:   * Type of text (eg novel, poem, play, film, interview, image) * Title of the text and its source (eg date and place of publication) * Composer of the text (eg author, director, photographer) * Medium of production (eg website, television, radio, book) * Brief summary of the text, including a description of its purpose and audience * Examples of human experiences that are represented in the text * Language structures and features used by the composer * Comparison of the text with *Unpolished Gem* in relation to the human experiences represented. | | |
| **Marking criteria**  You will be assessed on your ability to:   * explain and analyse the human experiences represented in texts and how meaning has been shaped * make connections between the related text and *Unpolished Gem* and evaluate the effectiveness of both texts in representing human experiences * display effective speaking and listening skills through engagement in the discussion. | | |
| **Feedback provided**   * whole-class discussion * written comments on marking guidelines providing feedback on strengths and areas for improvement | | |

**Marking guidelines**

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| **A student:** | **Mark range** |
| * explains and analyses how texts represent specific human experiences, demonstrating comprehensive textual knowledge * presents an effective evaluation and comparison of texts, using appropriate language * demonstrates highly developed speaking skills, responding effectively to questions and prompts. | 21–25 |
| * explains and analyses how texts represent specific human experiences, demonstrating relevant textual knowledge * presents an evaluation and comparison of texts, using appropriate language * demonstrates well-developed speaking skills, responding appropriately and clearly to questions and prompts. | 16–20 |
| * explains how texts represent specific human experiences, demonstrating sound textual knowledge * presents a comparison of texts with some evaluation of their merits, using elements of appropriate language * demonstrates sound speaking skills, responding appropriately to some questions and prompts. | 11–15 |
| * describes how texts represent specific human experiences, demonstrating some textual knowledge * presents a comparison of texts, using language inconsistently * demonstrates basic speaking skills and attempts to respond to questions and prompts. | 6–10 |
| * describes human experiences simply, demonstrating limited textual knowledge * demonstrates limited ability to express ideas and to respond to questions and prompts. | 1–5 |