# Sample Formal Assessment Task Notification

# English Standard – Year 12

# Module A: Language, Identity and Culture

**Context:** In this unit, students have explored the ways in which identity and values are represented through texts. They have closely examined the interplay between language, identity and culture as explored through a variety of texts, including the collection of poems set for study in this module. They have constructed their own critical and creative compositions to develop their understanding of the ways in which texts shape and communicate meaning about the key concepts of the module. In this assessment task, students are required to draw on their knowledge of three of the poems set for study to explore the experience of living in or between two cultures.

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| **Task number:** 2 | **Weighting:** 30% | **Timing:** Term 1, Week 9 |
| **Outcomes assessed**  **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EN12-3** critically analyses and uses language forms, features and structures of texts, justifying appropriateness for purpose, audience and context and explaining their effects on meaning  **EN12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to and compose texts that include thoughtful and detailed information, ideas and arguments  **EN12-6** investigates and explains the relationships between texts  **EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | | |
| **Nature of the task**  You are to plan and compose an extended response to the following question:  *Language and culture are the foundations through which we shape our identity.*  To what extent has the poetry you have studied powerfully revealed the challenges of living in or between two cultures for contemporary Australians?  In your response, you must make close reference to THREE of the prescribed poems set for study.  **Essay plan**  Compose a graphic organiser as a method of planning the structure of your response and argument in relation to the above question. This could be in the form of a Venn diagram, an infographic, a flow chart, a table or any other method of graphically organising your ideas and their connections with each other. Your teacher will provide two lessons in class for you to prepare, conference and/or edit your organiser.  Your graphic organiser must represent your understanding of, and approach to, the question and demonstrate the way that the ideas in the poems connect with each other. Your graphic organiser can include quotes, images, techniques and general statements; however, it must not be in paragraphs. Your organiser must fit onto one single-sided A4 page. It can be printed or handwritten.  You will be permitted to bring this into class to assist you when completing your extended response, in class, on the due date.  **Extended response**  In class on the due date, you will write an analytical extended response to the question provided. You will have 45 minutes of writing time. Your response will need to demonstrate clear connections with your graphic organiser through its structure, argument and ideas.  You will submit your graphic organiser with your response at the end of the writing time. | | |
| **Marking criteria**  You will be assessed on your ability to:   * construct a graphic organiser as a method of planning, structuring and refining an argument * analyse and draw connections between texts to effectively support an argument demonstrating detailed textual knowledge * compose a sustained and cohesive response to the question using language appropriate to purpose, audience and context. | | |
| **Feedback provided**  Students will be provided with oral, informal feedback during the planning phase of their graphic organiser.  The teacher will provide feedback on the completed task through written annotations on the task and an overall comment regarding strengths and areas for future improvement. | | |

**Marking guidelines**

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| **A student:** | **Mark range** |
| * composes a well-developed response to the question based on relevant and comprehensive textual knowledge * provides detailed analysis and considered assessment of how effectively the prescribed text portrays the challenges of living in or between two cultures * constructs a graphic organiser, providing a comprehensive plan for the extended response * organises, develops and expresses ideas effectively, using language appropriate to purpose, audience, context and form. | 17–20 |
| * composes a developed response to the question based on relevant and detailed textual knowledge * provides developed analysis and assessment of how effectively the prescribed text portrays the challenges of living in or between two cultures * constructs a graphic organiser, providing a thorough plan for the extended response * organises, develops and expresses ideas clearly, using language appropriate to purpose, audience, context and form. | 13–16 |
| * composes a sound response based on relevant textual knowledge * provides competent analysis and some assessment of how effectively the prescribed text portrays the challenges of living in or between two cultures * constructs a graphic organiser, providing an adequate plan for the extended response * organises, develops and expresses ideas, using language mostly appropriate to purpose, audience, context and form. | 9–12 |
| * attempts a response that explores some ideas relevant to the module based on limited textual knowledge * describes aspects of the prescribed text and how it has informed their understanding * attempts to construct a graphic organiser, providing a basic outline for the extended response * organises a response using language sometimes appropriate to purpose, audience, context and form. | 5–8 |
| * attempts a response that demonstrates a limited knowledge and understanding of the module and texts * demonstrates limited control of language forms and features. | 1–4 |