# Sample Formal Assessment Task Notification

# English Standard – Year 12

# Module A: Language, Identity and Culture

# Context: In this unit, students have explored a range of textual material including their prescribed text to understand the power of language to shape and reflect individual and collective identity. Through the close study of their prescribed text students have had opportunities to analyse and assess the ways in which ideas about identity and cultures are shaped in and through texts. They have had opportunities to consider their perceptions of themselves and others and the ways these can be represented in texts.

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| **Task number:** 2 | **Weighting:** 30% | **Timing:** Term 1, Week 9 |
| **Outcomes assessed**  **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  **EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts  **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  **EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds | | |
| **Nature of the task**  **Creative task**  Consider your own sense of who you are as a person – your identity. Compose an imaginative text of up to **700 words** to represent your understanding of the close relationship between language, culture and your own identity.  The type of text you choose may be a poem, a short story, a speech, or another type of text approved by your teacher. Three lessons in the term will be available for you to write, conference and/or edit your work and the final version will be submitted on the due date.  **Analysis**  Provide a 500−600 word analysis in which you explain the following:   * What elements of your identity were most important to you to represent? Why did you choose this form to represent your ideas? Was it the best choice? * What language devices did you use in your imaginative text to represent the role culture has played in reflecting and/or shaping who you are? Assess how effective these devices were in conveying this. You must refer specifically to your own text when doing this. * Explain how your prescribed text has influenced your representation and perspective on your own identity and the elements that have shaped it. You must refer to your prescribed text specifically. | | |
| **Marking criteria**  You will be assessed on your ability to:   * compose a text that shows an understanding of the relationship between language, culture and identity * use, analyse and assess language forms and features * draw links between texts using relevant textual evidence * use language appropriate to audience, purpose, form and context. | | |
| **Feedback provided**  You will be provided with informal feedback during the planning and drafting phases of composing your imaginative text.  Your teacher will also 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-crafted imaginative text that demonstrates a comprehensive understanding of the relationship between language, culture and identity * analyses compositional choices and critically assesses their effect thoughtfully, supported by well-chosen textual detail * draws relevant and insightful connections between their own and the prescribed text * expresses ideas demonstrating effective control of language. | 25–30 |
| * composes a thoughtful imaginative text that demonstrates a thorough understanding of the relationship between language, culture and identity * analyses compositional choices and competently assesses their effect clearly, supported by adequate textual detail * draws relevant and clear connections between their own and the prescribed text * expresses ideas demonstrating control of language. | 20–24 |
| * composes an imaginative text that demonstrates a sound understanding of the relationship between language, culture and identity * explains compositional choices and assesses their effect supported by adequate textual detail * draws some connections between their own and the prescribed text * expresses ideas demonstrating satisfactory control of language. | 13–19 |
| * composes a text that demonstrates a basic understanding of the relationship between language, culture and identity * describes compositional choices with some awareness of their effect based on limited textual detail * attempts to draw connections between their own and the prescribed text * expresses ideas demonstrating a developing control of language. | 7–12 |
| * attempts to compose a text relevant to the task * comments on some basic compositional choices * attempts to draw limited connections between texts * expresses ideas demonstrating limited control of language. | 1–6 |