# Sample Formal Assessment Task Notification

# English Standard – Year 12

**Common Module: *Texts and Human Experienc*es**

**Context:** In the Common Module: *Texts and Human Experiences*, students have developed knowledge and skills to appreciate, explore, interpret, analyse and evaluate texts. Students have studied and reflected on a variety of texts around the idea of dreams and reality. The focus text for this unit is Stephen Daldry’s film, *Billy Elliot*. Students have also read and responded to a range of other texts, including websites, nonfictional recounts, speeches, news articles, a graphic autobiography and short stories. These other texts connect with the focus text through the study of particular areas of human experiences, including the struggle with adversity, the pursuit of dreams and the search for identity.

| **Task number:** 1 | **Weighting:** 25% | **Timing:** Week 9, Term 4 |
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| **Outcomes assessed**:  **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning  **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:** You are to independently find and read/view/listen to an appropriate text that represents human experiences related to one of these three focus areas:   * the struggle with adversity * the pursuit of dreams * the search for identity.   Prepare and deliver a 4–5 minute presentation, using appropriate technology, in which you:   * share and justify your choice of text by presenting an overview and reading/playing/showing a significant extract * explain how the text represents human experiences related to one of the three focus areas * compare the text with *Billy Elliot* regarding how it represents human experiences related to one of the three focus areas. | | |
| **Marking criteria:**  **You will be assessed on how well you:**   * demonstrate an understanding of the ways specific human experiences are represented in both the related text and *Billy Elliot* * make connections between texts and use evidence to support ideas * use language and technology to communicate ideas in an engaging manner. | | |
| **Feedback provided:**  The teacher will provide annotations on the marking guidelines highlighting areas of strength, as well as suggestions and strategies for future improvement. | | |

**Marking guidelines**

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| **A student:** | **Mark range** |
| * demonstrates a highly developed understanding of human experiences in both texts related to one of the focus areas * analyses and compares how the texts represent ideas demonstrating comprehensive textual knowledge * organises, develops and delivers a highly effective presentation. | 17–20 |
| * demonstrates a well-developed understanding of human experiences in both texts related to one of the focus areas * analyses and compares how texts represent ideas demonstrating detailed textual knowledge * organises, develops and delivers an effective presentation. | 13–16 |
| * demonstrates a sound understanding of human experiences in both texts related to one of the focus areas * explains and compares how texts represent ideas demonstrating sound textual knowledge * organises, develops and delivers a sound presentation. | 9–12 |
| * demonstrates a basic understanding of human experiences in both texts related to one of the focus areas * attempts to compare how texts represent ideas demonstrating some textual knowledge * organises, develops and delivers a basic presentation. | 5–8 |
| * demonstrates a limited understanding of human experiences in one or both texts with little or no relationship to one of the focus areas * describes how texts represent ideas demonstrating minimal textual knowledge * attempts to organise, develop and deliver a presentation. | 1–4 |