 Assessment task: Extended analytical response (option 1)

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Critical response | 20 | 6 |

Outcomes

Advanced

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Values and attitudes

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* learn and reflect on their learning through their study of English.

General capabilities

* Critical and creative thinking
* Intercultural understanding
* Personal and social capability

Teacher notes

The first step in this task is task is the selection of a scene from the play and the related text or text extract and analysis of the chosen texts. Teachers may wish to add a scaffold to support students in preparing to write the discursive extended response. This could be required and handed in at the same time as the task.

Task description

Your prescribed Text, ‘Merchant of Venice’, represents a range of human experience, individual and shared.

In this task you will compare a scene from the play that represents ideas about individual or collective human experience and a related text of your own choosing representing a similar human experience.

Analyse each text in terms of the way language is used to represent human experience.

Compare the two texts in an extended analytical response, drawing conclusions about the language used to represent human qualities or emotions arising from these experiences.

An example: The courtroom scene in the play compared to the courtroom scene in To Kill a Mockingbird.

Extended analytical response - marking guideline

| Marking criteria | Mark |
| --- | --- |
| * Demonstrates a sophisticated understanding of the key ideas of the module as they are represented in the two texts. * Clearly articulates how ideas are represented with reference to a wide range of detailed examples of written and visual (when relevant) language forms and features across the two texts. * Composes a sophisticated response with skilful control of expression and a range of highly effective and appropriate language forms and features. | 17-20 |
| * Demonstrates a well-developed understanding of key ideas of the module as they are represented in the two texts. * Explains how ideas are represented with reference to a range of detailed examples of written and visual (when relevant) language forms and features across the three texts. * Composes an effective response with skilful control of expression and a range of appropriate language forms and features. | 13-16 |
| * Demonstrates a sound understanding of key ideas of the module as they are represented in the selected texts. * Explains how ideas are represented with reference to multiple examples of written and visual (when relevant) language forms and features in the texts. * Composes a response with sound control of expression and some language forms and features. | 9-12 |
| * Attempts to describe at least one aspect of the module in one or both of the two texts. * Attempts to describe a link between aspects of language and their intended meaning in at least one text. * Attempts to compose a response with some control of expression. Use of language forms and/or features is possibly simplistic. | 5-8 |
| * Makes little to no attempt to describe relevant aspects of the module and/or texts. * Possibly describes general and/or simplistic aspects of texts. * Demonstrates limited control of expression. Significant issues with clarity. Extremely brief. | 1-4 |
| * Task not attempted | 0 |