 Assessment task – Texts and human experience

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

Outcomes

| Advanced | Standard | English studies |
| --- | --- | --- |
| EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureEA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and argumentsEA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued | EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureEN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and argumentsEN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds | ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposesES12-7 represents own ideas in critical, interpretive and imaginative textsES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences |

Values and attitudes

* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences

Knowledge and understanding

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
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

Learning across the curriculum

General capabilities

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

Other areas of learning

* Difference and diversity

Task

You will be required to compose an extended response to the following question on (INSERT DATE HERE). Please ensure you are following the task instructions for the course you are enrolled in.

Task Instructions

* Advanced English
	+ How do texts apply various literary and/or visual devices to represent human behaviour and motivations?

In your response, refer to Stephen Daldry’s Billy Elliot and a related text of your choosing (that you have not studied in class).

* Standard English
	+ How do texts apply various literary and/or visual devices to represent human behaviour and motivations?

In your response, refer to Stephen Daldry’s Billy Elliot and a related text of your choosing (it can be one that you studied in class or independently selected).

* English Studies
	+ How do texts apply various literary and/or visual devices to represent human behaviour and motivations?

In your response, refer to Stephen Daldry’s Billy Elliot and (insert class taught related material here).

Marking guideline/rubric

Advanced marking rubric

| Marking criteria | Marks |
| --- | --- |
| * Skilfully explores how texts apply various literary and/or visual devices to represent human behaviour and motivations
* Presents a skilful response with insightful and well-chosen textual references from the prescribed text and one other independently selected related text
* Composes a sustained response using language appropriate to audience, purpose and context
 | A17-20 |
| * Effectively explores how texts apply various literary and/or visual devices to represent human behaviour and motivations
* Presents an effective response with detailed, well-chosen textual references from the prescribed text and one other independently selected related text
* Composes a well-developed response using language appropriate to audience, purpose and context
 | B13-16 |
| * Adequately explores how texts apply various literary and/or visual devices to represent human behaviour and motivations
* Presents a sound response with detailed textual references from the prescribed text and one other independently selected related text
* Composes a response using language appropriate to audience, purpose and context
 | C9-12 |
| * Demonstrates a limited understanding of the question
* Describes aspects of the text/s
* Attempts to compose a response with limited appropriateness to audience, purpose and context
 | D5-8 |
| * Demonstrates a limited understanding of the question
* Describes aspects of the text/s
* Attempts to compose a response with limited appropriateness to audience, purpose and context
 | E1-4 |
| * Non-serious attempt
 | 0 |