 Assessment task – The Castle (To display critical understanding of text)

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Critical essay | 30 | 6 |

Outcomes

EN 12.3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN 12.6 investigates and explains the relationships between texts

EN 12.7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN 12.8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to 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
* the role of language in developing positive interaction and cooperation with others
* the independence gained from thinking imaginatively, creatively, interpretively and critically

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:

* 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

Learning across the curriculum

Cross-curriculum priorities

* Aboriginal and Torres Strait Islander histories and cultures
* Sustainability

General capabilities

* Critical and creative thinking
* Ethical understanding
* Information and communication technology capability
* Literacy
* Personal and social capability

Other areas of learning

* Civics and citizenship
* Difference and diversity

Teacher notes

Context

By examining how communities and individuals are reflected and shaped by texts, students develop a deeper understanding of their own connections. Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts.

Task

Respond to the following statement in an analytical essay:

Analyse how language is used in ‘The Castle’ to express ‘Community identity’.

Conditions

* 800 - 1000 words
* A complete and annotated draft must be completed prior to the final task, two weeks before due date

Marking guideline/rubric

Essay: Critical analysis

| Marking criteria | Mark |
| --- | --- |
| * Student composes a well-crafted essay that demonstrates a comprehensive understanding of the relationship between language, culture and identity
* Student analyses compositional choices and assesses their effect thoughtfully, supported by well-chosen textual detail
* Student draws relevant and insightful connections between community identity and the prescribed text.
* Student expresses ideas demonstrating effective control of language
 | 25-30 |
| * Student composes a substantial essay that demonstrates a clear understanding of the relationship between language, culture and identity
* Student analyses compositional choices and assesses their effect clearly, supported by adequate textual detail
* Student draws relevant and clear connections between community identity and the prescribed text
* Student expresses ideas demonstrating control of language
 | 19-24 |
| * Student composes a critical essay that demonstrates a sound understanding of the relationship between language, culture and identity
* Student explains compositional choices and assesses their effect supported by some textual detail
* Student draws some connections between community identity and the prescribed text
* Student expresses ideas demonstrating satisfactory control of language.
 | 13-18 |
| * Student composes a text that demonstrates a basic understanding of the relationship between language, culture and identity
* Student describes compositional choices with some awareness of their effect based on limited textual detail
* Student attempts to draw connections between community identity and the prescribed text
* Student expresses ideas demonstrating a developing control of language.
 | 7-12 |
| * Student attempts to compose a text relevant to the task
* Student comments on some basic compositional choices
* Student attempts to draw limited connections.
* Student expresses ideas demonstrating limited control of language
 | 1-6 |
| * Student submits nothing of relevance to the task or nothing at all
 | 0 |