 Assessment Task: Critical Study of Text

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Podcast Transcript | 20 | 6 |

Outcomes

* EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
* EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
* EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
* 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

Objectives

Values and Attitudes

* 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 power of effective communication using the language modes of, reading, writing, and representing
* The diversity and aesthetics of language through literary and other texts
* 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:

* 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

Learning across the Curriculum

General Capacities

[x] Critical and creative thinking

[x] Literacy

Task Description

Write a podcast transcript between a host and a film critic on the enduring value of the film, Good Night and Good Luck. The topic of your podcast is ‘Timeless Films Created in Turbulent Times’. The discussion should include consideration of whether or not the film will continue to have resonance with audiences across different contexts.

In your response, pay close attention to a variety of considered perspectives, shifting contexts, a wide range of textual evidence, and how each of these aspects contribute to the enduring value of the text

Podcast Transcript

| Marking Criteria | Mark |
| --- | --- |
| * Demonstrates a sophisticated understanding of how and why texts may have enduring value across contexts.
* Supports arguments with consistent, detailed reference to a wide range of well-chosen aspects of the text, including language forms and features.
* Skilfully constructs a realistic podcast transcript, demonstrating sophisticated control of language, including language forms and features appropriate to audience and purpose.
 | 17-20 |
| * Demonstrates a well-developed understanding of how and why texts may have enduring value across contexts.
* Supports arguments with detailed reference to a range of well-chosen aspects of the text, including language forms and features.
* Effectively constructs a podcast transcript, demonstrating well-developed control of language, including language forms and features appropriate to audience and purpose.
 | 13-16 |
| * Demonstrates a sound understanding of how and why texts may have value.
* Supports arguments with some reference to mostly well-chosen aspects of the text, including some language forms and features.
* Constructs a podcast transcript, demonstrating sound control of language, including some language forms and features appropriate to audience and purpose.
 | 9-12 |
| * Demonstrates a basic understanding of how and/or why texts may have value.
* Makes some general references to specific aspects of the text, possibly including some textual evidence. Possibly not clearly connected to ideas.
* Attempts to construct a podcast transcript, demonstrating inconsistent control of language appropriate to audience and purpose.
 | 5-8 |
| * Demonstrates little to no understanding of how and/or why texts may have value.
* Makes little reference to specific aspects of the text. Possibly reliant on recount.
* Makes little to no attempt to construct a podcast transcript, demonstrating consistent difficulties with control of language.
 | 1-4 |
| * Presents nothing of relevance to the task.
 | 0 |