



COURSE	Year 11 EAL/D English Preliminary Course
TASK NUMBER	Assessment 2
SKILL	Module B – Focus on Writing, Speaking
TASK WEIGHT	Focus on Writing – 10% Speech – 20% Total: 30%
MARK ALLOCATION	Focus on Writing – 20 marks Speech – 20 marks Total: 40 marks
DATE OF ASSESSMENT	Wednesday 26 June 2024 Supervised task – to be completed at the home school
TIME ALLOWED	Focus on Writing Total: 50 minutes (45 minutes plus 5 minutes reading time) Speech The speech question will be available to students via the Assessment tab in Canvas two weeks before the due date. The written speech and video recording need to be uploaded to Canvas by 3:30 p.m. on Wednesday 26 June 2024 . Instructions for uploading your work will be included with the question.
VENUE	Home school
ADDITIONAL INFORMATION	Click on the Assessment button on your Canvas course homepage and complete the Assessment 2 sign-off prior to the task. Use of monolingual and/or bilingual print dictionaries IS NOT permitted during this assessment. Ensure that all work is entirely your own. If you submit work generated by a computer, website, or artificial intelligence (e.g. ChatGPT) as your own work, this is considered malpractice and may result in a mark of zero. You will be required to demonstrate your knowledge, understanding and skills to show evidence that the submitted task is your own work. Any student found to have breached the integrity of the assessment will be given a mark of zero.

TASK DESCRIPTION

Syllabus Topics

Module B: Close study of a text

Film study – *Rabbit-Proof Fence*

Syllabus outcomes:

EAL11-1A, EAL11-2, EAL11-3, EAL11-4, EAL11-5, EAL11-7, EAL11-8

Specifications:

Focus on Writing – 10%

You will be required to write ONE extended response of 300-500 words (20 marks) either creative, persuasive, discursive or informative.

Speech – 20%

You will be required to write ONE analytical speech of 500-800 words (20 marks) on the themes studied in the film *Rabbit-Proof Fence*.

Feedback provided

The teacher will provide written feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

Focus on Writing (20 marks)

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none">• Composes a highly effective response which fully addresses the question.• Demonstrates excellent knowledge and deep understanding of the film.• Uses structure appropriate to text type very well.• Demonstrates grammatical accuracy and very good vocabulary.	17-20
<ul style="list-style-type: none">• Composes an effective response which addresses the question.• Demonstrates good knowledge and understanding of the film.• Uses structure appropriate to text type well.• Demonstrates good grammatical expression and vocabulary.	12-16
<ul style="list-style-type: none">• Composes a satisfactory response which partially addresses the question.• Demonstrates satisfactory knowledge and understanding of the film.• Uses some structure appropriate to text type.• Demonstrates sound grammatical expression and vocabulary.	9-11
<ul style="list-style-type: none">• Composes a response which attempts to address the question.• Demonstrates general knowledge of the film.• Demonstrates limited features appropriate to text type.• Demonstrates limited grammatical expression and vocabulary.	5-8
<ul style="list-style-type: none">• Composes an undeveloped response with limited reference to the question.• Demonstrates little knowledge of the film.• Demonstrates no features appropriate to text type.• Poor grammatical expression and vocabulary.	1-4

Speech (20 marks)

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none">• Composes a coherent and organised response that fully addresses the question.• Supports response fully with evidence from the prescribed text.• Uses very good pronunciation, intonation, pace and volume very effectively.• Demonstrates sustained control of expression and fluent communication of ideas appropriate to the audience and purpose.	17-20
<ul style="list-style-type: none">• Composes a coherent and organised response that mostly addresses the question.• Supports response well with evidence from the prescribed text.• Uses good pronunciation, intonation, volume and pace effectively.• Demonstrates sound control of expression and clear communication of ideas appropriate to the audience and purpose.	13-16
<ul style="list-style-type: none">• Composes an organised response that partially addresses the question.• Supports response with some evidence from the prescribed text.• Uses mostly correct pronunciation, intonation, volume and pace satisfactorily.• Demonstrates satisfactory control of expression and communicates ideas appropriate to the audience and purpose.	9-12
<ul style="list-style-type: none">• Composes a response that attempts to address the question.• Supports response with limited evidence from the prescribed text.• Pronunciation partly unclear, intonation, volume and pace irregular.• Demonstrates limited control of expression to communicate ideas appropriate to the audience and purpose.	5-8
<ul style="list-style-type: none">• Recalls incidental or obvious information about the text to present a limited response.• No evidence from the text offered to support response.• Pronunciation unclear, demonstrates minimal ability to use intonation, volume, pace.• Demonstrates minimal control of expression.	1-4