

Stage 2 ENGLISH



ASSESSMENT TYPE 1 RESPONDING TO TEXTS (30%)

Students produce three responses to texts. Two of the responses must be written, and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response.

The texts on which the responses are based must be chosen from at least three of the categories listed below.

One of the three responses could be a comparison of two or more texts from within or across these categories.

The categories are:

1. an extended text such as a novel, a graphic novel, a collection of short stories, a biography, or other non-fiction prose text
2. a selection of poetry texts such as a poet study, anthology, theme study, song lyrics
3. a drama text or performance
4. a film or episode of a television miniseries
5. media texts from newspapers, magazines, radio, television, the internet, or other digital sources such as advertisements, talkback radio programs, technical articles, news presentations, sports reports, political commentary or cartoons, editorials, websites, social media, blogs, podcasts, or gaming.

The written responses should total a maximum of 2000 words; the oral response should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.



ASSESSMENT TYPE 2 CREATING TEXTS (40%)

Students create written, oral, and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes.

Students create:

- three texts
- one writer's statement.

At least one of the created texts should be written.

The three texts should total a maximum of 3000 words, and the writer's statement should be a maximum of 1000 words; an oral and/or multimodal text or writer's statement should be of equivalent length.

The three created texts must demonstrate variety in text type, purpose, and/or audience. The texts may achieve different purposes, such as to entertain, persuade, interpret, or communicate information. They may be created for different audiences, for real and/or imagined contexts, and/or be appropriate for specific publications. Two or more texts could be linked.

Students produce a writer's statement for one or more of the three created texts. In the writer's statement they:

- explain and justify the creative decisions made in the process of writing one or more of their texts
- explain how they used language features, stylistic features, and conventions to meet the expectations of the intended audience(s) and achieve the stated purpose(s).

Where the writer's statement is for more than one created text, students may compare and contrast the choices they made to meet the expectations of the different audiences and/or purposes.



ASSESSMENT TYPE 3 COMPARATIVE ANALYSIS (30%)

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences.

These texts can be selected from one or more of the following categories:

- extended texts
- poetry
- drama texts
- film texts
- media texts.

In completing their comparative analysis students may draw on learning from, but must not use, texts read or viewed in other parts of the assessment program. However, students may use texts that are similar in type and purpose.

The comparative analysis must be a product of independent study, but it is appropriate for teachers to advise and support students in choosing texts to compare. Students must not complete the comparative analysis as a shared exercise.

The comparative analysis should be a maximum of 2000 words.

All specific features of the assessment design criteria for this subject may be assessed in the comparative analysis.

Knowledge and Understanding

The specific features are as follows:

- KU1 Knowledge and understanding of ideas and perspectives in texts.
- KU2 Knowledge and understanding of ways in which creators of texts use language features, stylistic features, and conventions to make meaning.
- KU3 Knowledge and understanding of ways in which texts are created for different purposes, audiences, and contexts.

Analysis

The specific features are as follows:

- An1 Analysis of ideas, perspectives, and/or aspects of culture represented in texts.
- An2 Analysis of language features, stylistic features, and conventions, and evaluation of how they influence audiences.
- An3 Analysis of similarities and differences when comparing texts.

Application

The specific features are as follows:

- Ap1 Use of language and stylistic features to create texts that address the purpose, audience, and context.
- Ap2 Use of evidence from texts to develop and support a response.
- Ap3 Use of clear, accurate, and fluent expression.