**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – A response to a text about an issue in the text**

View the film *Monsoon Wedding*.

Choose one of the following tasks to complete in an essay of up to 800 words in length.

1. *Monsoon Wedding* is often described as a film about the globalisation of Indian culture.

To what extent does the idea of globalisation in *Monsoon Wedding* impact on traditional Indian culture? Is globalisation presented as having a positive or negative influence?

1. ‘Mira Nair's "Monsoon Wedding" is one of those joyous films that leaps over national boundaries.’ <http://www.rogerebert.com/reviews/monsoon-wedding-2002>

Discuss how the ideas raised in *Monsoon Wedding,* about culture and society, are relevant in your cultural setting.

1. Nair explores the idea of love and arranged marriage in *Monsoon Wedding*.

Discuss how these ideas are developed throughout the film.

In this task you should:

1. produce clear and coherent writing, using appropriate vocabulary (C1)
2. demonstrate comprehension and interpretation of the information, ideas and opinions presented in *Monsoon Wedding* (Cp1)
3. analyse and evaluate the personal, social and/or cultural perspectives in *Monsoon Wedding* (An1)
4. use language features and conventions appropriate to a formal essay(Ap1)
5. select and use evidence and examples from *Monsoon Wedding* to support the discussion (Ap2)

For EAL learners it may be more appropriate to set one question rather than provide a choice. This may allow for more scaffolding of the structure and language and a thorough exploration of the ideas in the text.

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
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| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |

**Performance Standards for Stage 2 English as an Additional Language**