**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task - A free choice response**

*A literary text has artistic or enduring value that is worthy of lasting recognition and is often a representation of the period and place it was created.*

Read the following two short stories that are considered to be literary texts.

*All Summer in a Day* is a Ray Bradbury short story. It is science fiction set in a dystopian society on Venus where colonists from earth have established underground settlements. On Venus rain falls constantly except for a few hours once every seven years when the sun is briefly visible. The story takes place in a school setting and Margot is the main character.

*The Lottery* by Shirley Jackson is another classic short story set in a dystopian society. It is a tale of village culture with a shocking ending that comments on society, human nature and cultural traditions. The tale begins with all the villagers gathering in the town square for the annual lottery but when the real nature of the lottery is revealed the text is viewed differently.

Choose one of the following tasks to complete in up to 750 words or 4 ½ minutes in oral or multimodal form.

1. Dystopian fiction usually criticizes some aspect of society or human nature. What aspects of society or human nature are Bradbury and Jackson criticising?
2. Write an essay or present an oral discussing the language techniques employed by Jackson and/or Bradbury to influence the readers of the text. Consider language features such as imagery, metaphor and simile in *All Summer in a Day* and foreshadowing, irony and symbolism in *The Lottery*.
3. Compose a news story about the event of the lottery in the Jackson short story (e.g. for the Village Times or a Television channel) or the event of the sun coming out in the Bradbury short story (e.g. for the Venus Daily). It could be presented as an online for publication, for a printed newspaper or recorded as a news story for radio or television.
4. Write a transcript, perform live or record an interview in the style of a talk show format with some characters from either *The Lottery* or *All Summer in a Day*.

In this task you should:

1. produce clear and coherent writing and/or speaking, using appropriate vocabulary (C1)
2. demonstrate comprehension and interpretation of the information, ideas and opinions in the text(s) you have chosen (Cp1)
3. analyse and evaluate the personal, social and cultural perspectives in texts (An1) – Qu 1,3,4 *or*

analyse the relationship between purpose, conventions and language features of texts (An2) – Qu2

1. use language features and conventions appropriate to the assessment task chosen such as a written essay, a news article for online or print, a talk show segment (Ap1)

Please note that questions 1 and 2 are analytical responses whereas questions 3 and 4 are creative. You may prefer to offer questions 1 and 2 (creative) *or* 3 and 4 (analytical) to provide for more thorough scaffolding and formative tasks.

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **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**