**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – Creative written response**

Read the play *Cosi* by Louis Nowra.

Write a new or alternative scene for Louis Nowra’s play *Cosi* that contains dramatic tension and reveals something new about one or more of the characters in the play.

Consider your chosen character’s development throughout the play and the language they use including common expressions, idioms and their tone. Incorporate some of this into the script.

Use the appropriate formatting and conventions of a play script.

Maximum word length: 500 words

In this task you should:

1. produce a script that is clear and coherent and uses appropriate vocabulary for the character(s) (C1)
2. demonstrate, through the production of your own script, the comprehension of ways in which play scripts are composed to attract an audience (Cp2)
3. use language features and conventions appropriate to a play script (Ap1)

ACT THREE

SCENE ONE

A garden inside the mental institution. It is a sunny morning, two months after the patients performed Cosi Fan Tutte. JUSTIN approaches RUTH who is sitting on one of the benches.

JUSTIN: Well, I heard you're leaving us. Is that true?

RUTH: Mmm… yes. Dr Watson told me that I am well enough to go outside and face the world.

JUSTIN: [claps his hand] Wow, that's good news then. Does your family already know?

RUTH: [smiles] My brother does. He said I can stay with him, while I save money.

JUSTIN: Money? So you'll open a business or-

RUTH: No, [confidently] I will teach physics to college students. We want to be the people we used to be, you know?

JUSTIN: Really? Physics? Like the Einstein's thing?

RUTH: [giggles] Yes, yes. And my colleagues used to praise me for my scientific and mathematic abilities. I can, recite the first 100 digits of pi. Do you want to hear me?

[She takes a deep breath, and recites enthusiastically]

Three point one four one five nine two six five thre-

JUSTIN: [places his hands on RUTH’s arm] Whoa, you're really good then.

[A beat.] Is that why you keep counting things? Like your steps, and the cereal you eat, and the stars-

[JUSTIN stops as RUTH slowly bows her head]

Oh my, are you okay? I-I-I shouldn't have asked that.

RUTH: [sighs] I’m completely fine. It’s just [Pause.] I could've accomplished more if I wasn't in and out of this institution. I mean, who knows?

[to herself] Ugh, I could've won a Nobel Prize in Physics.

JUSTIN: [pats RUTH's back] it's okay. We all have low points in our life. We can't just always be on cloud nine.

RUTH: it's just, it will always be my biggest regret. How about you? Do you have any regrets?

JUSTIN: Don't tell this to anyone, okay?

I was into literature. Poetry, oh yes those were the days. I wrote about love, life and relationships and tried to get published. They didn't like my work. I needed money at that time, and I was desperate. So here I am, a social worker. After that I never picked up the pen and paper to write poems again.

RUTH: Do you still want to write?

JUSTIN: Of course! If I only have the chance-

RUTH: [loudly] I know a few publishers. I can show your poems to them. I don't want you to fall into regret like I did. Life is too short to be sorry.

END OF SCENE

| - | **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. |