

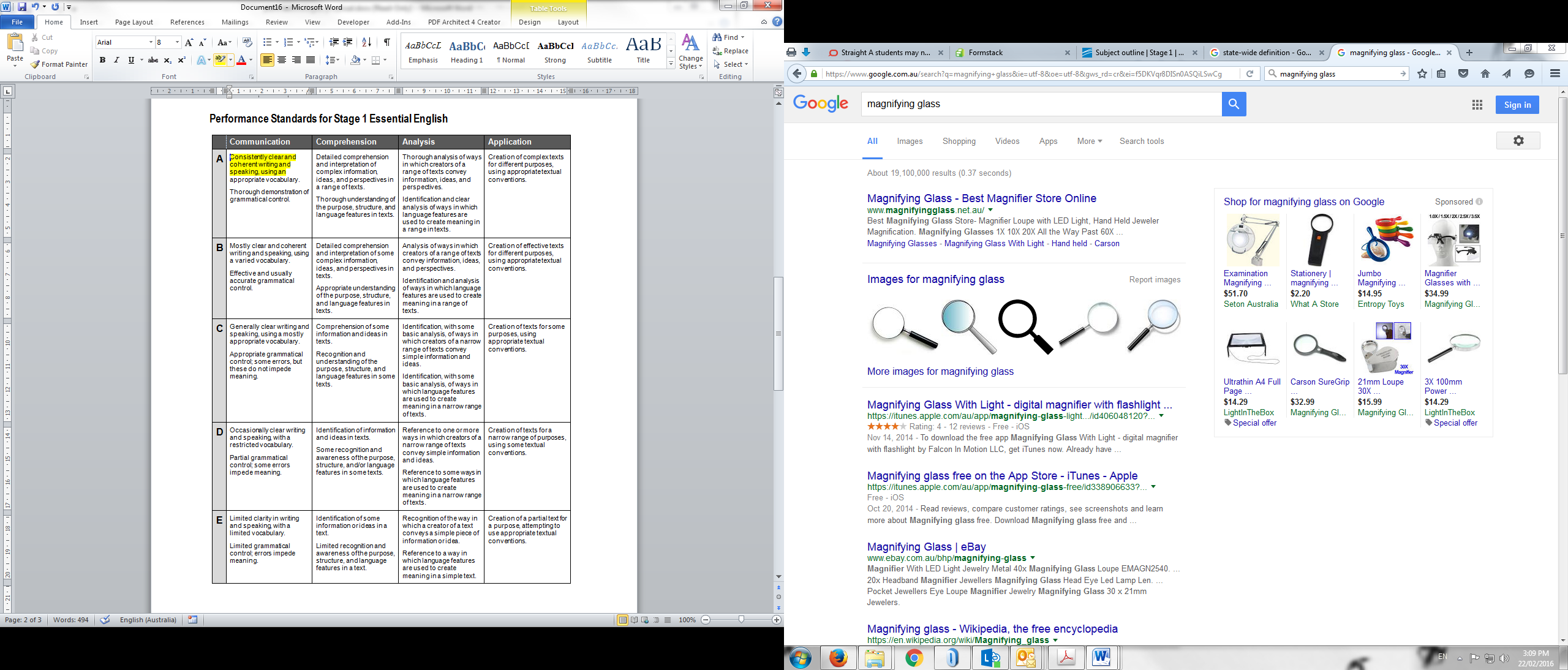
View the performance standards, assessment task

and student work on the

following pages.

Performance Standards for Stage 1 Essential English

Consider using the MS Word highlight tool to highlight the performance standards as you make your assessment decision.



| - | Communication | Comprehension | Analysis | Application |
| --- | --- | --- | --- | --- |
| A | Consistently clear and coherent writing and speaking, using an appropriate vocabulary.  Thorough demonstration of grammatical control. | Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts.  Thorough understanding of the purpose, structure, and language features in texts. | Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and clear analysis of ways in which language features are used to create meaning in a range in texts. | Creation of complex texts for different purposes, using appropriate textual conventions. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control. | Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts.  Appropriate understanding of the purpose, structure, and language features in texts. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and analysis of ways in which language features are used to create meaning in a range of texts. | Creation of effective texts for different purposes, using appropriate textual conventions. |
| C | Generally clear writing and speaking, using a mostly appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Comprehension of some information and ideas in texts.  Recognition and understanding of the purpose, structure, and language features in some texts. | Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas.  Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for some purposes, using appropriate textual conventions. |
| D | Occasionally clear writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Identification of information and ideas in texts.  Some recognition and awareness of the purpose, structure, and/or language features in some texts. | Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas.  Reference to some ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for a narrow range of purposes, using some textual conventions. |
| E | Limited clarity in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Identification of some information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features in a text. | Recognition of the way in which a creator of a text conveys a simple piece of information or idea.  Reference to a way in which language features are used to create meaning in a simple text. | Creation of a partial text for a purpose, attempting to use appropriate textual conventions. |

**Assessment Task**

**Stage 1 Essential English, Task 1**

**Assessment Type 1: Responding to Texts, Oral Presentation**

**Purpose**

To identify, understand and analyse the language features used by film makers to entertain, inform and tell a story to an audience.

**Task Description**

Watch the 2003 X-Men film, *X2: X-Men United*, directed by Bryan Singer. Prepare an oral presentation, of no more than 5 minutes in response to Part A and B below:

*Part A*

Watch the opening scene ‘Attack on the Whitehouse’ from *X2: X-Men United* and;

* *Analyse* two or more ‘language features’ that director Bryan Singer uses to create meaning, suspense and engage the viewer.

*Part B*

* In *X2: X-Men United,* the ‘mutant problem’ is discussed by the Government, X-Men and the Brotherhood. Contrast two different perspectives on the ‘mutant problem’ and justify which perspective is ‘right’ in your opinion.

*Definition (2016 Essential English Subject Outline):*

*Language Features - The features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.*

Further examples of Language Features used in film are:

|  |  |
| --- | --- |
| Camera movement (e.g.; hand held, dolly/tracking shot, panning, crane shot) | Focus (deep focus, shallow focus, focus-in focus-out) |
| Evangelion shot | *Mise en sene* (composition of the frame) |
| Lighting | Sound track |
| Symbolism | Sound effects |
| Set design | Costuming |

**Assessment Conditions**

Oral Presentation length of no more than 5 minutes.

**You will be assessed on the following Assessment Design Criteria:**

**Communication**

The specific features are as follows:

C1 Clarity and coherence of written and spoken expression, using appropriate vocabulary.

C2 Demonstration of grammatical control**.**

**Comprehension**

The specific features are as follows:

Cp1 Comprehension of information, ideas, and perspectives in texts.

Cp2 Understanding of the purpose, structure, and language features in texts.

**Analysis**

The specific features are as follows:

An1 Analysis of ways in which creators of texts convey information, ideas, and perspectives.

An2 Identification and analysis of ways in which language features are used to create meaning in texts.

**Application**

Ap1 Creation of text for different purposes using appropriate textual conventions, in real or imagined contexts.

**Student Work**

