**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**