

Year 11 English Unit 2: *True History of the Kelly Gang* by Peter Carey

Receptive Assessment Task: Analytic Matrix

Student name _____

	A	B	C	D	E
Responding to texts					
Evidence of understanding of the relationships between context, purpose and audience across the range of texts <i>(ACEEN021)(ACEEN028)</i>	evaluates the relationships between context, purpose and audience and how effectively they shape meaning and achieve particular effects	analyses the relationships between context, purpose and audience and how they shape meaning	explains how context, purpose and audience shape meaning	describes contexts, purposes and audiences of some texts	Identifies relationships between texts or contexts
Evidence of understanding of how language features, conventions and devices are used within various modes to influence an audience <i>(ACEEN022) (ACEEN024) (ACEEN025) (ACEEN026)(ACEEN027)(ACEEN028)</i>	evaluates how language features, conventions and stylistic devices combine in different modes and mediums to influence audiences	analyses how language features, conventions and stylistic devices are used in different modes and mediums to influence audiences	explains language features, conventions and stylistic devices used in different modes and mediums	describes some language features and conventions used in different modes and mediums	identifies some language features used in different modes and mediums
Evidence of understanding of how ideas, attitudes and voices are represented in the texts and the effect of those representations <i>(ACEEN023)(ACEEN026)</i>	evaluates how ideas, attitudes and voices are represented in texts and the effect of the representation	analyses ideas, attitudes and voices in texts and how they are represented	explains ideas, attitudes and voices in texts	describes some ideas, attitudes and voices in texts	identifies some ideas in texts
Evidence of understanding of similarities and differences across the range of texts, and the possible intention and impact of these on the audience <i>(ACEEN023) (ACEEN026)</i>	critically analyses similarities and differences between different types of texts, demonstrating insight into intention and effect	analyses similarities and differences between different types of texts, demonstrating understanding of intention and effect	explains similarities and differences between different types of texts	describes some similarities and differences between different types of texts	identifies some connections between texts
Creating texts					
Use of clear and precise communication <i>(ACEEN035)</i>	communicates ideas demonstrating fluent and precise expression	communicates ideas demonstrating effective and controlled expression	communicates ideas demonstrating control of expression	communicates ideas demonstrating variable control of expression	demonstrates limited control of expression
Student comment and self-assessment:	<i>For example: Comment on your reading and understanding on the novel as a whole, and how you feel you have performed in the construction of a formal essay. Are there areas of analysis or formal essay writing that you would like to improve? How closely have you edited and checked your work against performance standards?</i>				
Teacher assessment:	A	B	C	D	E
Teacher comment:					