

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



## YEAR 12 English Standard Module A: Language, Identity and Culture

<b>Due Date: Term 2, Week 2, Thursday 9<sup>th</sup> of May 2019</b> Students must submit their task via google classroom using the following classroom code: <b>h1lxft</b> This must be submitted by 3:20pm on the due date	<b>Assessment Name:</b> Multimodal Presentation
<b>Mark: x/30</b>	<b>Weighting: 25%</b>

### SYLLABUS OUTCOMES TO BE ASSESSED:

**EN12-2** - Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and **compose** texts in different modes, media and technologies

**EN12-7** - explains and **evaluates** the diverse ways texts can represent personal and public worlds

**EN12-8** - explains and **assesses** cultural assumptions in texts and their effects on meaning

### DIRECTIVES TO BE ASSESSED:

**Evaluate** - Make a judgement based on criteria; determine the value of

**Compose** – Write or create

**Assess** - Make a judgement of value, quality, outcomes, results or size

### Task Description

Students are to **compose** a Digital Essay **OR** PechaKucha based on the learning in this module that **evaluates** the prescribed text based on an **assessment** of the essential questions of the unit

Students are to submit a Digital Essay **OR** present a PechaKucha that **assesses** at least one of the essential questions of this unit based on an **evaluation** of the prescribed text, *One Night the Moon*.

The essential questions are:

- Why do we value language and texts?
- How does language affect individual and collective identity?
- What impact can texts have on prevailing assumptions and beliefs about identities and cultures?
- How do our responses to texts shape our self-perception? Why is that important?

Text Type Requirements:

Digital Essay -

- Must include images, personal response, sound, embedded clips and creative expression
- Use Google sites, Sway or Adobe Spark
- Must use complete sentences, as part of ALARM paragraphs
- Must submit this task on the google classroom (code provided) by the due date

PechaKucha –

- Be 5 minutes in length
- Include 15 slides set to advance every 20 seconds
- Utilise the resources provided here and in class to prepare the PechaKucha
- Must present their presentation to a panel of two teachers (this will not be presented in front of students.)  
And upload slides to google classroom (code provided)
- <http://www.pechakucha.org/presentations/how-to-create-slides>
- <http://blog.indezine.com/2012/05/10-tips-to-create-and-present-pecha.html>

**ASSESSMENT CRITERIA – STUDENT CHECKLIST:**

You will be assessed on your ability to:

- **Evaluate** the prescribed text
- Provide specific examples from the text to support your ideas
- **Assess** the chosen essential question(s)
- Make clear links to the rubric based on the essential questions
- **Compose** an engaging and cohesive PechaKucha or Digital Essay
- Meet all the requirements of your chosen text type
- Submit your task on the google classroom

## Marking Guidelines

Outcome	Mark/ Grade	Criteria
EN12-2 - Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and <b>compose</b> texts in different modes, media and technologies	9-10	<ul style="list-style-type: none"> <li>• Outstanding use of technology to <b>compose</b> a clear and concise presentation, which adheres to all the elements of a PechaKucha or Digital Essay</li> <li>• Student demonstrates an effective ability to assess and use the technology to create an intriguing and engaging presentation</li> </ul>
	7-8	<ul style="list-style-type: none"> <li>• High use of technology to <b>compose</b> a clear and concise presentation, which adheres to mostly all elements of a PechaKucha or Digital Essay</li> <li>• Student demonstrates a well-developed ability to assess and use technology to create an engaging presentation</li> </ul>
	5-6	<ul style="list-style-type: none"> <li>• Sound use of technology to <b>compose</b> a clear presentation, which adheres to most elements of a PechaKucha or Digital Essay</li> <li>• Student demonstrates a competent ability to assess and use technology to create an engaging presentation</li> </ul>
	3-4	<ul style="list-style-type: none"> <li>• Basic use of technology to <b>compose</b> a presentation, which adheres to some elements of a PechaKucha or Digital Essay</li> <li>• Student demonstrates an adequate ability to assess and use technology to create a presentation</li> </ul>
	1-2	<ul style="list-style-type: none"> <li>• Limited use of technology to <b>compose</b> a presentation, which may not follow the elements of a PechaKucha or Digital Essay</li> <li>• Student demonstrates elementary use of technology to create a presentation.</li> </ul>
EN12-7 - explains and <b>evaluates</b> the diverse ways texts can represent personal and public worlds	9-10	<ul style="list-style-type: none"> <li>• Outstanding <b>evaluation</b> of the prescribed text. Student’s presentation includes an effective analysis of the prescribed text that deeply explores how personal and public worlds are represented within the text</li> <li>• Outstanding reference to the structure, characters/individuals, techniques and themes</li> </ul>
	7-8	<ul style="list-style-type: none"> <li>• High <b>evaluation</b> of the prescribed text. Student’s presentation includes a well-developed analysis of the prescribed text that explores how personal and public worlds are represented within the text</li> <li>• High reference to the structure, characters/individuals, techniques and themes</li> </ul>
	5-6	<ul style="list-style-type: none"> <li>• Sound <b>evaluation</b> of the prescribed text. Student’s presentation includes a competent analysis of the prescribed text that explores how personal and public worlds are represented within the text</li> <li>• Sound reference to some of the structure, characters/individuals, techniques and themes</li> </ul>
	3-4	<ul style="list-style-type: none"> <li>• Basic <b>evaluation</b> of the prescribed text. Student’s presentation is a basic analysis of the prescribed text that minimally engages with personal and public worlds represented within the text</li> </ul>

		<ul style="list-style-type: none"> <li>• May not reference all of the following; structure, characters/individuals, techniques and themes</li> </ul>
	1-2	<ul style="list-style-type: none"> <li>• Limited analysis of the prescribed text. Student’s presentation is an elementary analysis of the prescribed text with limited reference to the personal and public worlds represented in the text</li> <li>• Response may not reference any of the following; structure, characters/individuals, techniques or themes</li> </ul>
<b>EN12-8</b> - explains and <b>assesses</b> cultural assumptions in texts and their effects on meaning	9-10	<ul style="list-style-type: none"> <li>• Outstanding <b>assessment</b> of the essential questions represented within the prescribed text</li> <li>• Response demonstrates an effective understanding of the essential questions, including evidence of cultural assumptions in texts and their effects on meaning</li> </ul>
	7-8	<ul style="list-style-type: none"> <li>• High <b>assessment</b> of the essential questions represented within the prescribed text</li> <li>• Response demonstrates a well-developed understanding of the essential questions, including evidence of cultural assumptions in texts and their effects on meaning</li> </ul>
	5-6	<ul style="list-style-type: none"> <li>• Sound <b>assessment</b> of the essential questions represented within the prescribed text</li> <li>• Response demonstrates a competent understanding of the essential questions, including some evidence of cultural assumptions in texts and their effects on meaning</li> </ul>
	3-4	<ul style="list-style-type: none"> <li>• Basic <b>assessment</b> of the essential questions represented within the prescribed text</li> <li>• Response demonstrates a basic understanding of the essential questions, including evidence of cultural assumptions in texts and their effects on meaning</li> </ul>
	1-2	<ul style="list-style-type: none"> <li>• Limited <b>assessment</b> of the essential questions represented within the prescribed text</li> <li>• Response may not demonstrate any attempt to research the essential questions or cultural assumptions in texts and their effects on meaning</li> </ul>
Total Mark		