Due Date: Term 2, Week 2, Thursday 9th of May 2019
Students must submit their task via google classroom
using the following classroom code: h1lxft
This must be submitted by 3:20pm on the due date

Mark: x/30
Weighting: 25%

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

Check your assessment booklet for the PHS Assessment Policy
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://www.pechakucha.org/presentations/how-to-create-slides)
- [http://blog.indezine.com/2012/05/10-tips-to-create-and-present-pecha.html](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

Check your assessment booklet for the PHS Assessment Policy
# Marking Guidelines

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mark/Grade</th>
<th>Criteria</th>
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</thead>
</table>
| EN12-2 - Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | 9-10 | • Outstanding use of technology to **compose** a clear and concise presentation, which adheres to all the elements of a PechaKucha or Digital Essay  
• Student demonstrates an effective ability to assess and use the technology to create an intriguing and engaging presentation |
|  | 7-8 | • High use of technology to **compose** a clear and concise presentation, which adheres to mostly all elements of a PechaKucha or Digital Essay  
• Student demonstrates a well-developed ability to assess and use technology to create an engaging presentation |
|  | 5-6 | • Sound use of technology to **compose** a clear presentation, which adheres to most elements of a PechaKucha or Digital Essay  
• Student demonstrates a competent ability to assesses and use technology to create an engaging presentation |
|  | 3-4 | • Basic use of technology to **compose** a presentation, which adheres to some elements of a PechaKucha or Digital Essay  
• Student demonstrates an adequate ability to assess and use technology to create a presentation |
|  | 1-2 | • Limited use of technology to **compose** a presentation, which may not follow the elements of a PechaKucha or Digital Essay  
• Student demonstrates elementary use of technology to create a presentation. |
| EN12-7 - explains and evaluates the diverse ways texts can represent personal and public worlds | 9-10 | • Outstanding **evaluation** 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  
• Outstanding reference to the structure, characters/individuals, techniques and themes |
|  | 7-8 | • High **evaluation** 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  
• High reference to the structure, characters/individuals, techniques and themes |
|  | 5-6 | • Sound **evaluation** 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  
• Sound reference to some of the structure, characters/individuals, techniques and themes |
|  | 3-4 | • Basic **evaluation** 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 |

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<table>
<thead>
<tr>
<th>EN12-8 - explains and assesses cultural assumptions in texts and their effects on meaning</th>
<th>1-2</th>
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</thead>
<tbody>
<tr>
<td><strong>Basic</strong> assessment of the essential questions represented within the prescribed text</td>
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<tr>
<td>Response demonstrates a basic understanding of the essential questions, including evidence of cultural assumptions in texts and their effects on meaning</td>
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<tr>
<td>3-4</td>
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<tr>
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<tr>
<td>9-10</td>
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<tr>
<td><strong>Limited</strong> assessment of the essential questions represented within the prescribed text</td>
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<tr>
<td>Response may not reference any of the following: structure, characters/individuals, techniques or themes</td>
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