



YEAR 12 English Studies Common Module

Due Date: Term 1, Week 3, February 15 th , 2019	Assessment Name: Common Module – Research and Multimodal Task
Mark: x/20	Weighting: 20%

SYLLABUS OUTCOMES TO BE ASSESSED:

EN12-01 Independently responds to and **composes** complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-03 Analyses and **uses** language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-06 Investigates and explains the relationships between texts

DIRECTIVES TO BE ASSESSED:

Compose: Make; build; put together items or arguments

Analyse: Identify components and the relationship between them; draw out and relate implication

Investigate: Plan, inquire into and draw conclusions about

Use: applies

TASK DESCRIPTION:

Students will be required to **compose** a multimodal task that is a personal response addressing the following statement:

Of the texts you studied for the Common Module, explain how human experiences are represented in powerful ways.

Students are to **analyse** the representation of human experience within their prescribed texts, *Go Back to Where You Came From* and *The Boat*, and **investigate** the relationship between text and personal perspective.

The multimodal task must be created in one of the following three formats (all must be 3 minutes in length):

- speech and presentation
- vodcast
- short film.

See following page for the requirements of each format.

Media	Required Elements
<p style="text-align: center;">Speech and Visual Presentation</p> <p style="text-align: center;">Or</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Presented in front of the class <input type="checkbox"/> Palm cards, used minimally <input type="checkbox"/> Copy of speech provided to the teacher <input type="checkbox"/> Maintain eye contact <input type="checkbox"/> Speech structure, including introduction, body paragraphs and conclusion <input type="checkbox"/> Paragraphs follow the PEEL structure <input type="checkbox"/> Visual presentation utilising PowerPoint, Prezi or any other approved program <input type="checkbox"/> Presentation includes text and images <input type="checkbox"/> Dot points only, no chunks of text <input type="checkbox"/> Presenter does not read off the slides <input type="checkbox"/> Presentation program utilised effectively, for example animations and effects
<p style="text-align: center;">Vodcast</p> <p style="text-align: center;">OR</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Submitted on a USB in either MP4 or AVI format <input type="checkbox"/> Student appears in the vodcast for at least 75% of the presentation. This can include, long shots, mid shots or close ups <input type="checkbox"/> Maintain eye contact <input type="checkbox"/> Presentation is structured. Discussion follows a speech structure including an introduction, body paragraphs and conclusion <input type="checkbox"/> Paragraphs follow the PEEL structure <input type="checkbox"/> May include images and text <input type="checkbox"/> Appear professional <input type="checkbox"/> Clear and concise voice, including voice projection and tone
<p style="text-align: center;">Short Film</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Submitted on USB in either MP4 or AVI format <input type="checkbox"/> Presentation includes images, texts and clips <input type="checkbox"/> Presentation includes sound such as background music and/or voiceover <input type="checkbox"/> Use of formal language and expression <input type="checkbox"/> Evidence of editing to ensure a clear and concise presentation <input type="checkbox"/> Avoids large chunks of text appearing on screen <input type="checkbox"/> Clip remains engaging, avoids long, drawn out moments

Assessment Criteria – Student Checklist

- Composes** a multi-modal text which follow the checklist of each format (see above)
- Analyses** the representation of human experience within their prescribed text by using quotes from the prescribed texts.
- Investigates** the relationship between the texts and student’s personal perspective by including context of both texts and how texts have shaped students understanding of chosen human experience.
- Handed in draft for feedback and editing

Assessment Task Marking Criteria

Marking Criteria	Mark
<ul style="list-style-type: none"> • Composes a skilful digital text that demonstrates an outstanding understanding of how human experiences are represented in powerful ways within the prescribed texts. (EN12-01) • Skilfully investigates and explains in detail the relationship between the prescribed texts and the student’s personal perspective, which is made evident with well selected quotes and references to show an outstanding understanding of text connections. (EN12-06) • Skilfully uses correct format, visual and written strategies to compose an outstanding digital text for an appropriate audience, context and purpose. (EN12-03) 	<p>A 17 - 20</p>
<ul style="list-style-type: none"> • Composes an effective digital text that demonstrates a developing understanding of how human experiences are represented in powerful ways within the prescribed texts. (EN12-01) • Effectively investigates and explain the relationship between the prescribed texts and the student’s personal perspective. Utilises multiple quotes and references to show a developing understanding of text connections. (EN12-06) • Effectively uses format, visual and written strategies to compose a digital text for an appropriate audience, context and purpose (EN12-03) 	<p>B 13 - 16</p>
<ul style="list-style-type: none"> • Composes a sound digital text that demonstrates an understanding of how human experiences are represented within the prescribed texts with some link to the powerful ways. (EN12-01) • Soundly investigates and explains the relationship between the prescribed texts and the student’s personal perspective. Uses some quotes and references to show an adequate understanding of text connections. (EN12-06) • Uses adequate formatting and strategies to compose a digital text for an appropriate audience which somewhat relates to the prescribed texts context and purpose. (EN12-03) 	<p>C 9 - 13</p>
<ul style="list-style-type: none"> • Composes a digital text that demonstrates basic understanding of how human experiences are represented with the prescribed texts with a basic link to powerful ways. (EN12-01) • Demonstrates basic ability to investigate the relationships between texts and personal perspective. Demonstrates basic understanding of connection between texts. (EN12-06) • Uses some formatting and/or strategies to compose a digital text which, at time, addresses audience, context and purpose of prescribed texts. (EN12-03) 	<p>D 5 - 8</p>
<ul style="list-style-type: none"> • Attempts to compose a digital text which limited understanding of how human experiences are represented within prescribed texts with little to no reference to powerful ways. (EN12-01) • Limited ability to investigate relationships between texts and personal perspective. (EN12-06) • Limited use of formatting and/or strategies of digital texts with minimal/no connections to prescribed texts audience, context and purpose. (EN12-03) 	<p>E 0 - 4</p>