YEAR 12 English Studies
Common Module

Due Date: Term 1, Week 3, February 15th, 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.

Check your assessment booklet for the PHS Assessment Policy
<table>
<thead>
<tr>
<th>Media</th>
<th>Required Elements</th>
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</table>
| **Speech and Visual Presentation** | □ Presented in front of the class  
□ Palm cards, used minimally  
□ Copy of speech provided to the teacher  
□ Maintain eye contact  
□ Speech structure, including introduction, body paragraphs and conclusion  
□ Paragraphs follow the PEEL structure  
□ Visual presentation utilising PowerPoint, Prezi or any other approved program  
□ Presentation includes text and images  
□ Dot points only, no chunks of text  
□ Presenter does not read off the slides  
□ Presentation program utilised effectively, for example animations and effects |
| Or                           | □ Submitted on a USB in either MP4 or AVI format  
□ Student appears in the vodcast for at least 75% of the presentation. This can include, long shots, mid shots or close ups  
□ Maintain eye contact  
□ Presentation is structured. Discussion follows a speech structure including an introduction, body paragraphs and conclusion  
□ Paragraphs follow the PEEL structure  
□ May include images and text  
□ Appear professional  
□ Clear and concise voice, including voice projection and tone |
| **Vodcast**                  |                                                                                                                                                |
| **OR**                      | □ Submitted on USB in either MP4 or AVI format  
□ Presentation includes images, texts and clips  
□ Presentation includes sound such as background music and/or voiceover  
□ Use of formal language and expression  
□ Evidence of editing to ensure a clear and concise presentation  
□ Avoids large chunks of text appearing on screen  
□ Clip remains engaging, avoids long, drawn out moments |
| **Short Film**              |                                                                                                                                                |

**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

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Mark</th>
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<tbody>
<tr>
<td><strong>Composes</strong> a skilful digital text that demonstrates an outstanding understanding of how human experiences are represented in powerful ways within the prescribed texts. (EN12-01)</td>
<td>A 17 - 20</td>
</tr>
<tr>
<td>Skillfully <strong>investigates</strong> 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)</td>
<td></td>
</tr>
<tr>
<td>Skillfully <strong>uses</strong> correct format, visual and written strategies to compose an outstanding digital text for an appropriate audience, context and purpose. (EN12-03)</td>
<td></td>
</tr>
<tr>
<td><strong>Composes</strong> an effective digital text that demonstrates a developing understanding of how human experiences are represented in powerful ways within the prescribed texts. (EN12-01)</td>
<td>B 13 - 16</td>
</tr>
<tr>
<td>Effectively <strong>investigates</strong> 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)</td>
<td></td>
</tr>
<tr>
<td>Effectively <strong>uses</strong> format, visual and written strategies to compose a digital text for an appropriate audience, context and purpose (EN12-03)</td>
<td></td>
</tr>
<tr>
<td><strong>Composes</strong> 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)</td>
<td>C 9 - 13</td>
</tr>
<tr>
<td>Soundly <strong>investigates</strong> 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)</td>
<td></td>
</tr>
<tr>
<td><strong>Uses</strong> 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)</td>
<td></td>
</tr>
<tr>
<td><strong>Composes</strong> 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)</td>
<td>D 5 - 8</td>
</tr>
<tr>
<td>Demonstrates basic ability to <strong>investigate</strong> the relationships between texts and personal perspective. Demonstrates basic understanding of connection between texts. (EN12-06)</td>
<td></td>
</tr>
<tr>
<td><strong>Uses</strong> some formatting and/or strategies to compose a digital text which, at time, addresses audience, context and purpose of prescribed texts. (EN12-03)</td>
<td></td>
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<tr>
<td>Attempts to <strong>compose</strong> 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)</td>
<td>E 0 - 4</td>
</tr>
<tr>
<td>Limited ability to <strong>investigate</strong> relationships between texts and personal perspective. (EN12-06)</td>
<td></td>
</tr>
<tr>
<td>Limited <strong>use</strong> of formatting and/or strategies of digital texts with minimal/no connections to prescribed texts audience, context and purpose. (EN12-03)</td>
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