# PICTON HIGH SCHOOL
## Creating Opportunities Achieving Success

# YEAR 12 English Studies
# Common Module: Texts and Human Experiences

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| **Due Date: Term 1, Week 2, Friday 12th February, 2020** | **Assessment Name:** Common Module – Research and Multimodal Task |
| **Mark**: x/20 | **Weighting: 20%** |

**SYLLABUS OUTCOMES TO BE ASSESSED:**

**EN12-02** identifies, uses and **assesses** strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**EN12-06** uses appropriate strategies to **compose** texts for different modes, media, audiences, contexts and purposes

**EN12-08** understands and **explains** the relationships between texts

**DIRECTIVES TO BE ASSESSED:**

**Compose:** Make; build; put together items or arguments

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

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

**TASK DESCRIPTION:**

You are required to **compose** a multimodal text responding to the following statement:

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

You will be required to analyse the representation of human experiences within your prescribed texts, *Go Back to Where You Came From* and related text *The Boat*, **assessing** the relationship between text and personal perspective. Throughout your response you should explain how your perspective and understanding has been shaped by the context of both texts

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

## Assessment Criteria and Student Checklist

**You will be assessed on your ability to:**

☐ **Compose** a multi-modal text which follow the checklist of each format (see above).

☐ **Assess** how human experiences within the texts have been represented in powerful ways.

☐ **Explain** the relationship between the texts and personal perspective by using detailed textual references.

☐ Handed in draft for feedback and editing

# Assessment Task Marking Criteria

| Marking Criteria | Mark |
|---|:---:|
| • Composes a skilful multimodal text that demonstrates an outstanding **assessment** of how human experiences are represented in powerful ways within the prescribed and related text. (EN12-02)<br>• Skilfully **explains** in detail the relationship between the texts and the personal perspective, using detailed and well selected textual references to show an outstanding understanding of textual connections. (EN12-08)<br>• Skilfully uses correct format, visual and written strategies to **compose** an outstanding multimodal text for an appropriate audience, context and purpose. (EN12-06) | **A**<br>17 - 20 |
| • Composes an effective multimodal text that demonstrates an **assessment** of how human experiences are represented in powerful ways within the prescribed and related text. (EN12-02)<br>• Effectively **explains** in detail the relationship between the texts and the personal perspective, using well selected textual references to show an effective understanding of textual connections. (EN12-08)<br>• Effectively uses correct format, visual and written strategies to **compose** a multimodal text for an appropriate audience, context and purpose. (EN12-06) | **B**<br>13 - 16 |
| • Composes a sound multimodal text that demonstrates an **assessment** of how human experiences are represented in powerful ways within the prescribed and related text. (EN12-02)<br>• Soundly **explains** in detail the relationship between the texts and the personal perspective, using textual references to show a sound understanding of textual connections. (EN12-08)<br>• Soundly uses correct format, visual and written strategies to **compose** a multimodal text for an appropriate audience, context and purpose. (EN12-06) | **C**<br>9 - 13 |
| • Composes a multimodal text that demonstrates a basic **assessment** of how human experiences are represented in powerful ways within the prescribed and related text. (EN12-02)<br>• Demonstrates basic ability to **explain** the relationship between the texts and the personal perspective, demonstrating a basic understanding of textual connections. (EN12-08)<br>• Uses some formatting and/or strategies to **compose** a multimodal text which, at times, addresses audience, purpose and context. (EN12-06) | **D**<br>5 - 8 |
| • Attempts to compose a multimodal text. (EN12-02, EN12-06)<br>• Refers to the text/s in an elementary way (EN12-08) | **E**<br>0 - 4 |