

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



YEAR 7 English

## Fairy Tales and Appropriation: Digital Essay

<b>Due Date: 26/6/20 Friday, Week 9 , Term 2</b>	<b>Assessment Name: Digital Essay To be submitted via Google Classroom</b>
<b>Mark: x/20</b>	<b>Weighting: 30%</b>

### SYLLABUS OUTCOMES TO BE ASSESSED:

**EN4-3B:** **Uses** and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

**EN4-5C:** Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and **compose** texts

**EN4-6C:** Identifies and **explains** the connections between and among texts

### DIRECTIVES TO BE ASSESSED:

**Use:** Apply, utilise, employ in a particular situation

**Compose:** Creates

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

### TASK DESCRIPTION:

You will **compose** a digital essay that will be presented on Microsoft Sway. Your digital essay should be no more than 600 words in length and should also **use** multimodal components, such as sound, video, images, gifs and links.

Your digital essay will discuss the following question:

*To what effect has the film you have studied in class appropriated the characters, setting, plot and themes of the fairy tale it uses as inspiration?*

In your discussion, you will need to **explain** the similarities and differences between the traditional fairy tale and the film version that you have studied. You will also need to discuss why the appropriation has been made for a modern audience.

Your digital essay should be organised in the following way:

A. Introduction – no more than 100 words in length.

B. 4 body paragraphs – no more than 100 words per body paragraph.

- A paragraph on characters
- A paragraph on setting
- A paragraph on plot
- A paragraph on theme

Check your assessment booklet for the PHS Assessment Policy

C. A conclusion – no more than 100 words in length. Your conclusion should include some discussion on the relevance and significance of fairy tales.

**ASSESSMENT CRITERIA – STUDENT CHECKLIST:**

You will be assessed on your ability to:

- **Use** suitable aspects of a Sway digital essay including titles, captions, links, stacks, comparisons, and grids.
- **Compose** a digital essay that makes an effective selection of videos, text, images and/or music that supports your discussion of appropriation.
- **Explain** the connections between the Grimm fairy tale and modern appropriation of the fairy tale studied in class through a discussion of three elements of appropriation (character, setting, themes, plot)
- **Use** the PEEL paragraph structure to **explain** the connections between both texts.
- Complete the Sway digital essay and submit to online via Google Classroom by the due date.
- Use time provided in class to work on the digital essay.
- Submit drafts and engage with feedback to improve your work.

Marking Criteria	Mark/ Grade
<p>- <b>Explanation</b> of appropriation is insightful and indicates an outstanding understanding of both texts.</p> <p>- <b>Use</b> of language features throughout discussion is supported by highly relevant evidence, with detailed discussion of language forms and features skilfully incorporated throughout to engage and persuade.</p> <p>- Elements of visual design have been used to an outstanding standard in <b>composing</b> a polished multimodal document.</p>	<p><b>A</b> <b>17-20</b></p>
<p>- <b>Explanation</b> of appropriation is thorough and indicates a high level of understanding of both texts.</p> <p>- <b>Use</b> of language features throughout discussion is supported by relevant evidence, with detailed discussion of language forms and features thoroughly incorporated throughout to engage and persuade.</p> <p>- Elements of visual design have been used to a thorough standard in <b>composing</b> a polished multimodal document.</p>	<p><b>B</b> <b>13-16</b></p>
<p>- <b>Explanation</b> of appropriation is sound and indicates an adequate level of understanding of both texts.</p> <p>- <b>Use</b> of language features throughout discussion is supported by evidence, with sound discussion of language forms and features identifiable throughout to somewhat engage and persuade.</p> <p>- Elements of visual design have been used to a sound standard in <b>composing</b> a multimodal document.</p>	<p><b>C</b> <b>9-12</b></p>
<p>- <b>Explanation</b> of appropriation is developing and indicates a basic level of understanding of both texts.</p> <p>- <b>Use</b> of language features throughout discussion is occasionally supported by evidence, with developing discussion of language forms and features identifiable.</p> <p>- Elements of visual design have been used to a basic standard in <b>composing</b> a multimodal document.</p>	<p><b>D</b> <b>5-8</b></p>
<p>- <b>Explanation</b> of appropriation is elementary and indicates a limited level of understanding of both texts.</p> <p>- <b>Use</b> of language features throughout discussion is supported by minimal evidence, with developing discussion of language forms and features identifiable throughout.</p> <p>- An attempt to use elements of visual design have been used to a basic standard in <b>composing</b> a multimodal document.</p>	<p><b>E</b> <b>1-4</b></p>